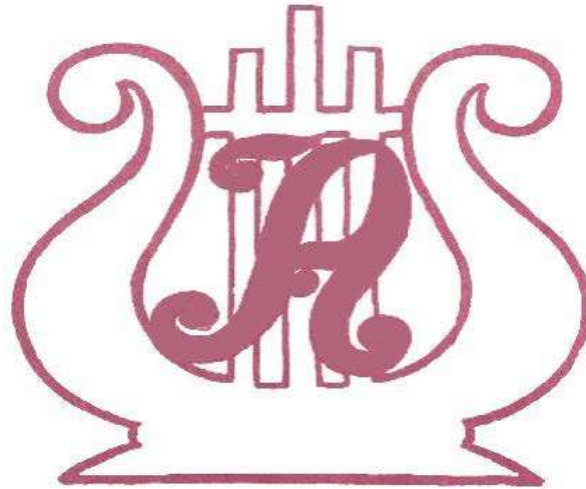


Abington School District

Abington, PA



Orchestra

Grade 3-6

Planned Course of Study

December 2010

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PLANNED COURSE OF STUDY FOR THE FINE ARTS

STRINGS GRADES 3 to 6

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response


II. Major Concepts

The major concepts addressed in the grade 3-6 string program are listed below by grade level. The concepts are developed horizontally within each grade level as well as vertically (spirally) across grade levels.

Grade 3

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Identify the parts of the instrument and bow.
2. Learn about the care and maintenance of a stringed instrument: Loosening & tightening of bow hair, applying rosin, removal of excess rosin from strings, careful placement of bow & instrument in case, storage of instrument in a cool, dry environment.
3. Demonstrate proper bow position, placement, and technique.
4. Demonstrate proper posture with regard to holding the instrument
5. Demonstrate proper left hand wrist and finger position.
6. Demonstrate the ability to perform right hand pizzicato.

7. Demonstrate the ability to perform detacher bowing.
8. Identify and perform notes of the D major scale
9. Identify & explain basic music theoretical terms: Staff, bar line, double bar, clef sign, down bow, up bow, time signature 4/4, repeat sign, & measure.
10. Understand and perform primary rhythmic notation 


B. Historical and Cultural Concepts

C. Critical response

D. Aesthetic Response

Grade 4

A Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Demonstrate the ability to perform slurs and ties (2 & 3 notes).
2. Demonstrate the ability to perform left hand pizzicato.
3. Demonstrate the ability to perform notes based on the D and G major scale using varying rhythm patterns and in a round.
4. Count and clap simple rhythms in 4/4 and 3/4 time up to and including eighth notes.
5. Understand & perform new rhythmic notation: 

B. Historical and Cultural Contexts

C. Critical Response -Vocally match pitches after listening to selected excerpts from the lesson

D. Aesthetic Response

Grade 5

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Demonstrate proper left hand position in preparation of fourth finger placement in first position.
2. Learn & be able to perform four note slurs.
3. Demonstrate the ability to perform natural (v) fingerings on the D & A string.
4. Perform major scales from memory in the keys of C, G, and D major using different rhythm patterns of quarter and eighth notes.
5. Count and clap simple rhythm patterns in 4/4, 3/4, and 2/4 time: ω , η , θ , ε , and corresponding rests
6. Demonstrate an understanding of dynamics (pp, p, mp, mf, f, ff) and how to perform those dynamics on the instrument.

B. Historical and Cultural Contexts

C. Critical Response

D. Aesthetic Response

Grade 6

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Cello students - Perform finger patterns in extended position
2. Contrabass students - Perform finger patterns in half position
3. Play double stops using open strings and fingered notes
4. Perform simple melodies using the following bow techniques: detaché, staccato, slurred & spiccato.
5. Perform by memory major scales in the keys of C, G, D, and F major using the PMEA audition scale pattern.
6. Count and clap simple rhythms in 6/8 time up to and including eighth notes.
7. Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down

B. Historical and Cultural Contexts

C. Critical Response

D. Aesthetic Response

III. Instruction

A. Course Schedule (Days and Length of class period)

1. Grade 3 will meet one class period a week for 45 minutes for the entire school year.
2. Grades 4, 5 & 6 will meet two class periods a week for the entire school year.
3. Each class period will be forty-five minutes for the entire school year.

B. Pacing (content by marking period)

During each marking period, students will be provided with a variety of experiences that address production, performance and exhibition of music, historical and cultural contexts, critical response and aesthetic response.

Grade 3

1. November-February-first marking period

Students should have a basic knowledge of: the open “D” & “A” strings; Notes on the “D” string; Pizzicato; Quarter notes; Quarter Rests

2. February –June-second marking period

Students should have a basic knowledge of: the D Major scale; Arco; familiar melodies and easy folk songs

Grade 4

1. September-February -first marking period

Students should have a basic knowledge of: Notes on the “A” String; Up Bow & Down Bow; Performing in various-sized ensembles;

2. February-June-second marking period

Students should have a basic knowledge of: Notes on the “G” String (also E string violin & Bass); Half notes; Half rest; Eighth notes; Slurs

Grade 5

1. September – February-first marking period

Students should have a basic knowledge of: C & F natural; G Major scale; C Major scale; syncopated rhythms

2. February-June-second marking period

Students should have a basic knowledge of: F Major scale; various time signatures; Half steps; Accidentals

Grade 6

1. September-February-first marking period

Students should have a basic knowledge of: D.C. al Fine; Accent

2. February-June-second marking period

Students should have a basic knowledge of: Staccato; 6/8 meter; eighth rest

C. Methods

1. The common experiences are those which are inherent in the method book. The students will practice skills that have been demonstrated and taught in class.
2. The common experiences are those inherent in the graded ensemble repertoire.
3. Students receive instruction in individual, small group, and large group settings.
4. Techniques are taught by demonstration, discussion, analysis, and performance. The teacher will demonstrate new skills to the students.
5. Selected recordings are used as listening activities.
6. The teacher will provide developmentally-appropriate activities for all students.

D. Resources

Method Books

1. Applebaum, Samuel. String Builder Book 1. Melville, NY, Belwin Mills, 1960.
2. Applebaum, Samuel. String Builder Book 2. Melville, NY, Belwin Mills, 1960.
3. Allen, Michael, Tellejohn-Hayes, Pamela, Gillespie, Richard. Essential Elements 2000 for Strings, Hal Leonard Publishing, 2000.
4. Applebaum, Samuel. Beautiful Music for 2 String Instruments Vol. 1. Belwin Mills, 1986.

5. Applebaum, Samuel. Beautiful Music for 2 String Instruments Vol. 2. Belwin Mills, 1986.

IV. Assessment

All students are expected to practice the assigned material at home in accordance with the following guidelines:

A. Procedures for Evaluation – Evaluation of a student's achievement will be based upon:

1. Informal and formal assessments conducted by the teacher

Grade 3

Solo performance of specific exercises from the method book and/or appropriate supplementary material
(grade 3- Essential Elements for Strings-see III. Instruction for pacing guide)

- a. Observation of techniques
- b. .Evaluation of musicality

2. Performance tests

- a. Observation of comprehension of assigned material

Grade 4

1. Solo performance of specific exercises from the method book and /or appropriate supplementary material-
(Resources for grade 4- Essential Elements for Strings, String Builder 1)

(see "III. Instruction" for specific grade-level exercises and pacing guide)

- a. Observation of techniques
- b. Evaluation of musicality
- c. individual participation and work in class

.2. Student performance in ensembles

a. Observation of techniques

b. Evaluation of musicality

3. Performance tests

a. Observation of comprehension of assigned material

Grade 5.

1. Solo performance of specific exercises from the method book and /or appropriate supplementary material—(see “III. Instruction” for specific grade-level exercises and pacing guide)

a. Observation of techniques

b. Evaluation of musicality

c. individual participation and work in class

.2. Student performance in ensembles

a. Observation of techniques

b. Evaluation of musicality

3. Performance tests

a. Observation of comprehension of assigned material

Grade 6

1. Solo performance of specific exercises from the method book and /or appropriate supplementary material --- (see “III. Instruction” for specific grade-level exercises and pacing guide)

a. Observation of techniques

- b. Evaluation of musicality
- .2. Student performance in ensembles
 - a. Observation of techniques
 - b. Evaluation of musicality
 - c. individual participation and work in class
- 3. Performance tests
 - a. Observation of comprehension of assigned graded material

B. Expected Levels of Achievement upon completion of the course: (course of study is grade 3-6)

1. The students will use correct string techniques by the end of 6th grade:

- i. Bowing techniques
 - a. Legato
 - b. Détaché
 - c. Martelé
 - d. Pizzicato
 - e. Spiccato
 - f. Sul ponticello
- ii. Left hand skills
 - a. Proper finger position
 - b. Firm finger placement

c. Double stops

2. The student will perform the arrangements specified in the program for the current school year.
3. The student will be consistent in caring for his/her instrument in a manner satisfactory to the instructor.

i. Handling

ii. Storage

iii. Maintenance

4. The student will adhere to the required daily practice schedule.

i. Maintain skills

ii. Practice new skills

iii. Learn ensemble literature