

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

String orchestra _____ Teacher(s) _____ Tenth _____

Course Title _____ **Teacher(s)** _____ **Grade Level(s)** _____

Course Structure Ⓟ Single Semester ✂ Full Year (Single Grade) Ⓟ Multiple Years (Combined Grades)

Course Description This is a performance-based group that will cover proper posture, set-up, note reading, rhythm and pulse, bowing techniques, pitch, position work tone production, proper dynamics and style through appropriate director chosen literature. This course will enhance sight-reading skills. Students will be required to understand theory and ply proper dynamics and style based on performed literature. These elements will be presented through daily rehearsals during class. Students will perform in at least 2 annual concerts. Attendance at scheduled performances and after school rehearsals is part of the required class work and is mandatory. Reports are assigned every nine weeks to research a composer or musical topic.

Established Goals	Transfer	
1. MPG 1 Develop skills in music reading	<i>Students will be able to independently use their learning to . . .</i> 1. What do I need to improve my sound and my musicianship. 2. Participate in music making as a lifelong avocation 3. Make informed decisions as music consumers 4. Make informed decisions as a musician	
2. MPG 2 Perform with musical expression		
3. MPG 3 Listen to music with understanding	Meaning	
4. MPG 4 Make value judgments about music	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i> 1. Participating in an ensemble builds a sense of community. 2. Playing an instrument fosters responsibility. 3. Music is a team sport. 4. Playing an instrument is a way to express one’s self. 5. Playing an instrument enables one to communicate without words. 6. Music reading skills expands opportunities for music making 7. Good individual skills lead to enjoyment of music making 8. Understanding music is more than good performance skills 9. Music varies in styles and complexities 10. Music is a lifelong vocation 11. Music is tied into culture of western civilization 12. Orchestra music is globally in esteem 13. The role of the conductor	<i>Students will keep considering . . .</i> 1. What do I need to do to improve my sound and my musicianship? 2. How does creating and performing music differ from listening to music? 3. What is the role of music in my life? 4. How does a composition affect the emotional state of the listener? 5. How does culture affect music? 6. What makes a significant and meaningful performance? 7. How do I properly critique music? 8. How do I develop critical listening skills? 9. What makes good music good? 10. What is a sound concept? 11. How music can be expressive? 12. How composers make decisions? 13. What makes music effect listeners?

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

		14. How does music create audience joy? 15. How does music create tension? 16. How does music create emotion?
Acquisition of Knowledge & Skill²		
	Knowledge	Skills
	<i>Students will know . . .</i> 1. Rhythm has its own notation 2. Fingerings create different notes 3. Scales are basic to music 4. Bowings/Articulations are used to vary music 5. Dynamics vary loudness 6. Set-Up/Tuning prepare instruments for use 7. Shifting moves the hand and fingers to other notes 8. Instruments need special care 9. Ensemble is more than one player	<i>Students will be skilled at . . .</i> 1. Rhythm Play and count, using numbers : triplets, dotted quarter notes, hemiolas, syncopations, dotted eights, tied notes(MPG1,9.1) 2. Fingering Finger patterns on all strings(MPG1,9.1) 3. Scales Concepts of major and minor scales. Keys of C, G, D, A, F, Bb, and d and g minor(MPG1,9.1) 4. Bowings/Articulations Using the proper part of the bow for specific articulations and dynamics. Using the proper part of the bow for comfort and musical expression. Bowings such as detached, slurs, marcato, spiccato, tremolo and con legno. (MPG2,9.1) 5. Dynamics Recognize and play full range of dynamics from pianissimo to fortissimo.(MPG2,9.1) 6. Set Up/Tuning Tuning instrument with aid of a tuner or piano.(MPG3,9.1) 7. Shifting Shifting from first to half position and first to third position.(MPG1,9.1) 8. Instrument Care Appropriate maintenance of instrument(PMG4,9.4) 9. Ensemble

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

	<p>10. Music reading is notated by symbols</p> <p>11. Shaking the hand creates vibrato</p> <p>12. Public performance requires dress code</p> <p>13. The composer is the creator of musical compositions</p> <p>14. Compositions have a history</p> <p>15. Bowing enhances musical style</p> <p>16. Music can be performed in a variety of meters</p>	<p>Follow the conductor for tempo changes: understand role in ensemble from melody to accompaniment(MPG2,9.1)</p> <p>10. Music Symbols Interpret and apply a time signature and key signature accurately: understand and apply tempo indicators and musical vocabulary specific to the literature under study(MPG1,9.1)</p> <p>11. Vibrato Developing vibrato through various exercises(mpg1,9.1)</p> <p>12. Concert Dress Dressing in evening concert attire and dressing for outreach and community service performances(MPG4,9.4)</p> <p>13. Researching and writing reports regarding assigned composer(MPG4,9.2)</p> <p>14. History of the Composer Researching and writing reports regarding assigned composition or music topic(MPG4,9.2)</p> <p>15. Bowing Bowing exercises for technical and music control of the bow and bow arm(MPG1,9.1)</p> <p>16. Meters Performing the meters of Alla Breve, 4/4,3/4,C,6/8, and certain Balkan Meters and changing meters during a composition</p>
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