

MUSIC CURRICULUM FRAMEWORK<sup>1</sup>  
 Based on *UbD Template 2.0* Stage 1 – Desired Results

Master curriculum  
 String Orchestra

Eleventh

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 play proper dynamics and style based on performed literature. These elements will be presented through daily rehearsal, 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 2. MPG 2 Perform with musical expression 3. MPG 3 Listen to music with understanding 4. MPG 4 Make value judgments about music	<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	
	Meaning	
	<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 a instrument fosters responsibility 3. Music is a team sport	<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?	

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

	<ol style="list-style-type: none"> <li>4. Playing a instrument is a way to express one’s self</li> <li>5. Playing an instrument enables one to communicate without words</li> <li>6. Music reading skills expands opportunities for music making</li> <li>7. Good individual skills lead to enjoyment of music making</li> <li>8. Understanding music is more than good performance skills</li> <li>9. Music is a lifelong vocation</li> <li>10. Music is tied into the culture of western civilization</li> <li>11. Orchestra music is globally in esteem</li> <li>12. The role of the conductor</li> </ol>	<ol style="list-style-type: none"> <li>3. What is the role of music in my life?</li> <li>4. How does a composition affect the emotional state of the listener?</li> <li>5. How does culture affect music?</li> <li>6. What makes a significant and meaningful performance?</li> <li>7. How do I properly critique music?</li> <li>8. How do I develop critical listening skills?</li> <li>9. What makes good music good?</li> <li>10. What is sound concept?</li> <li>11. How can music be expressive ?</li> <li>12. How composers make decisions?</li> <li>13. How does music create audience joy?</li> <li>14. How does music create tension?</li> <li>15. How does music create emotion?</li> </ol>
<b>Acquisition of Knowledge &amp; Skill<sup>2</sup></b>		
<i>Students will know . . .</i>	<i>Students will be skilled at . . .</i>	

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

	<ol style="list-style-type: none"> <li>1. Rhythm has its own notation</li> <li>2. Fingerings create different notes</li> <li>3. Scales are basic to music</li> <li>4. Bowings/Articulations are used to vary music</li> <li>5. Dynamics very loudness</li> <li>6. Set/Up/Tuning prepare instruments for use</li> <li>7. Shifting moves the hand and fingers to other notes</li> <li>8. Instruments need special care</li> <li>9. Ensemble is more than one player</li> </ol>	<ol style="list-style-type: none"> <li>1. Rhythm Play and count using numbers: triplets, quartet note triplets, Jazz swing, dotted quarter notes , dotted sixteenth notes, syncopations, and tied notes and rhythms.(MPG1,9.1)</li> <li>2. Fingerings Finger patterns on all strings and half position.(MPG1,9.1)</li> <li>3. Scales Concepts of major and minor scales Keys of C,G, D, A, F, Bb, Eb, and a, d, g, e, b minor(MPG2,9.1)</li> <li>4. Bowings/Articulation 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 detache, marcato, spiccato , sautille, tremuolo, con legno, and hooked bowings.(MPG2,9.1)</li> <li>5. Dynamics Recognize and play full range of dynamics from pianissimo to fortissimo. Recognize decrescendo and crescendo.(MPG2,9.1)</li> <li>6. Set Up/Tuning tuning instrument with the aid of a tuner or piano(MPG3,9.1)</li> <li>7. Shifting Shifting from first to half position, third position, second position.(MPG4,9.4)</li> <li>8. Instrument Care Appropriate maintenance of instrument for cleanliness and function(MPG4,9.4)</li> <li>9. Ensemble Follow the conductor for tempo changes, dynamics, musicality, flow, grand pause, fermata, retard., crescendo, decrescendo, accents, diminuendo: understand role in ensemble from melody to accompaniment.(MPG2,9.1)</li> </ol>
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	<p>10. Music reading is notated by symbols</p> <p>11. Shaking the hand creates vibrato</p> <p>12. Appropriate performance attire</p> <p>13. History of the composer</p> <p>14. History of the composition</p> <p>15, Proper bowing for musical style</p> <p>16. Music can be performed in a variety of meters</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. History of the composer Researching and writing reports regarding assigned composers(MPG4,9.2)</p> <p>14. History of the composition 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 The meters of Alla Breve, 4/4, 3/4, 2/4, C, 6/8 and certain Balkan Meters, and changing meters during a composition(MPG1,9.1)</p>
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