

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

Strings \_\_\_\_\_ Ashley Cesaratto \_\_\_\_\_ 8 \_\_\_\_\_  
**Course Title** **Teacher(s)** **Grade Level(s)**  
**Course Structure**     Single Semester     Full Year (Single Grade)     Multiple Years (Combined Grades)

**Course Description** This course is open to any student who was in the string program in seventh grade. Students will gain and demonstrate a thorough understanding of basic playing technique such as posture, bow and instrument hold, finger placement and wrist position, vibrato, and intonation. They will be instructed on basic music comprehension skills including the identification of the musical staff and clef unique to their instrument, the musical alphabet, various time signatures, dynamics, bowings, using vibrato regularly, as well as note and rest patterns. Both scalar and rhythmic drills will be explored in depth throughout the course of the year, providing students will the skills needed to perform various pieces of repertoire. The process of student assessment will include the evaluation of individual performance, achievement and improvement, knowledge of music performed, class assignments and assessments, as well as attendance and active participation in all rehearsals and concerts.

Established Goals	Transfer	
	<i>Students will be able to independently use their learning to . . .</i>	
1. MPG1 – Develop skills in music reading	1. Continue making music as a life-long activity.	
2. MPG2 – Perform with musical expression	2. Strongly consider what type of music they choose to listen to and buy.	
3. MPG3 – Listen to music with understanding	3. Enhance their musical skills and understanding.	
	4. Play in a youth orchestra if they desire to and complete a successful audition.	
	Meaning	
4. MPG4 – Make value judgments about music.	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i>	
	1. Music reading skills provide future musical opportunities.	1. The difference between music of good quality and music of poor quality.
	2. Practice and individual skills are important to enjoyment of making music in a group.	2. Ways that music can be performed in an expressive way.
	3. String music has rich historical and cultural value.	3. How they can become better musicians.
	4. Orchestral music is globally appreciated.	4. How music can express emotions.

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

		5. What it takes to be the best musician they can be.
<b>Acquisition of Knowledge &amp; Skill<sup>2</sup></b>		
	<p style="text-align: center;"><b><i>Knowledge</i></b></p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> <li>1. The role of a conductor</li> <li>2. Proper care and maintenance of their instrument</li> <li>3. Practice techniques</li> <li>4. Formal structure of music</li> <li>5. Orchestral seating arrangements</li> <li>6. How to properly dress and act when performing.</li> </ol>	<p style="text-align: center;"><b><i>Skills</i></b></p> <p><i>Students will be skilled at ...</i></p> <ol style="list-style-type: none"> <li>1. Following the conductor at different tempi and dynamics, including forte and piano.</li> <li>2. Playing with accurate intonation in first position on all strings, including F natural and C natural.</li> <li>3. Playing the scales A, D, G, and C.</li> <li>4. Exhibiting proper playing posture using the bow, and using a shoulder rest if necessary.</li> <li>5. Playing pizzicato while holding the bow.</li> <li>6. Distinguishing between the meters 4/4, 3/4, and 6/8.</li> <li>7. Distinguishing between the keys of D, G, C, and F major, and E minor.</li> <li>8. Reading eighth, quarter, half, dotted half, dotted quarter eighth, and whole notes and rests.</li> <li>9. Playing with slurs, staccato, legato, and accents.</li> <li>10. Adjusting their dynamic level to properly blend in with the other string players in the ensemble.</li> <li>11. Using vibrato regularly.</li> <li>12. Tuning their own instrument, either with fine tuners or pegs.</li> <li>13. Taking care of their instrument and being able to set up and pack up properly.</li> </ol>

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