

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

String Orchestra \_\_\_\_\_ John McCarthy \_\_\_\_\_ Fifth Grade  
**Course Title** \_\_\_\_\_ **Teacher(s)** \_\_\_\_\_ **Grade Level(s)**

**Course Structure**    Ⓞ Single Semester    Ⓢ Full Year (Single Grade)    Multiple Years (Combined Grades)

**Course Description**    Elementary String Orchestra is a performance-based group that includes string players of the violin, viola, cello, and string bass. This course will cover basic fundamentals of rhythm, note reading, posture, bowing, pizzicato and learning how to perform as a group. These fundamental elements will be presented through one mandatory small group lesson each week for 30 minutes. All students will perform and understand music at a developmentally appropriate level. Students will learn instrumental-specific technique, as well as ensemble and musicianship skills. Students will perform 1 concert in December and 1 concert at the end of the year.

Established Goals	Transfer	
1.MPG 1 Develop skills in music performance  2. MPG 2 Develop skills in music reading 3. MPG 3 Perform with musical expression  4. MPG 4 Make value judgments about music	<i>Students will be able to independently use their learning to . . .</i>  1.Participate in music as a lifelong avocation  2. Intelligently discuss music using concepts and terminology  3. Make informed decisions as music consumers	
	Meaning	
	<p style="text-align: center;"><i>Understandings</i></p> <i>Students will understand that . . .</i> 1.Music performance skills provide the basis for creating, understanding, and performing music.  2.Music reading skills provide the basis for creating, understanding and performing music  3.Music is a lifelong avocation that requires personal choices and critical response	<p style="text-align: center;"><i>Essential Questions</i></p> <i>Students will keep considering ...</i>  1.What makes music?  2. How can music be expressive?  3.What makes good music good?  4. How does music impact all of us?
	Acquisition of Knowledge & Skill <sup>2</sup>	
<i>Knowledge</i>	<i>Skills</i>	

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

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

	<p><i>Students will know . . .</i></p> <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. Set-Up/Tuning prepare instruments for use</li> <li>6. Instruments need special care</li> <li>7. Music reading is notated by symbols</li> <li>8. Dynamics vary loudness</li> <li>9. Shifting moves the hand and fingers to other notes</li> <li>10. Shaking the hand creates vibrato</li> </ol>	<p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> <li>1. Rhythm Playing and counting, using numbers: whole, half, quarter, dotted half, eighth notes and rests(MPG1,9.1)</li> <li>2. Fingering Using fingerings on the D, A, G, C, and E strings.(MPG1,9.1)</li> <li>3. Scales Play D, G, A, and C scales in one octave.(MPG1,9.1)</li> <li>4. Bowings/Articulation Recognize and play up and down bows as well as lifts: develop pizzicato without holding the bow.(MPG1,9.1)</li> <li>5. Set Up/Tuning Use standard bow-grip and have basic left-hand position: use a shoulder rest if needed: use proper playing posture: understand rest position: begin tuning instrument(MPG1,9.1)</li> <li>6. Instrument Care Proper removal and storage of instrument and bow: use rosin properly(MPG4,9.1)</li> <li>7. Music Symbols Recognize and understand common time, 2/4 time and ¾ time, bar line, key signature, ledger lines, Duet notation, eighth notes, Tempo markings, slur, tie, sixteenth notes, whole and half notes and rests, repeat sign, note names on the D, A, G, C, and E strings.(MPG2,9.1)</li> <li>8. Dynamics Recognize, understand, and reproduce piano and forte sounds as well as accents.(MPG1,9.1)</li> <li>9. Shifting Basses will shift to complete the D scales and all students will recognize advanced players moving out of first position: students may begin pre-shifting exercises(MPG1,9.1)</li> <li>10. Vibrato Students will recognize vibrato in advanced players and may start pre-vibrato exercises(MPG1,9.1)</li> </ol>
--	--	---

	11. Ensemble is more than one player	11. Ensemble Skills Understand when to start and stop with the conductor as well as follow a four beat pattern: students will listen for a piano introduction(MPG1,9.1)
--	--------------------------------------	--