

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

Instrumental Music - Strings

GRADES 4-5

Date of Board Approval: **February 19, 2009**

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

Title of Course: Instrumental Music - Strings Subject Area: Music Grade Level: 4-5

Course Length: (Semester/Year): Year Duration: 30 minutes per week Frequency: 1 day per cycle

Prerequisites: None Credit: Not applicable Level: Not applicable

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: Essential Elements 2000

Writing Committee:

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| Strand: 9.1.8 Production, Performance, and Exhibition of Music | Subject Area: Music – Elementary Strings | Grade: 4-5 |
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| PA Academic Standards | Performance Indicators | Assessments |
| A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities. | <ul style="list-style-type: none"> Perform 1 octave scale in the keys of D, G, and C. | <ul style="list-style-type: none"> Individual progress reports Rhythm flashcards Concerts Rehearsals Individual/small group lessons Public performance |
| A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities. | <ul style="list-style-type: none"> Perform a combination of rhythms in 4/4, 3/4, and 2/4 time using whole, half, dotted half, quarter, and paired eighth notes/rests. Identify AB and ABA form. | <ul style="list-style-type: none"> Individual progress reports Rhythm flashcards Concerts Rehearsals Individual/small group lessons Public performance |
| B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise) | <ul style="list-style-type: none"> Perform with acceptable tone quality and intonation at various dynamic levels and tempos in legato, martele, and staccato styles. | <ul style="list-style-type: none"> Individual progress reports Teacher observation Public performance Rehearsals Classroom activities Teacher/peer critique |
| B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise) | <ul style="list-style-type: none"> Demonstrate correct posture in playing position (instrument hold and bow hold) and rest position. Compose short exercises within guided framework. | <ul style="list-style-type: none"> Individual progress reports Teacher observation Public performance Rehearsals Classroom activities Teacher/peer critique |
| C. Know and use fundamental vocabulary as it applies to music. | <ul style="list-style-type: none"> Identify and perform musical signs and terms found in the lesson book in include repeat sign, 1st and 2nd ending, fermata, bow life, down/up bow, sharp, natural, and D.C. al Fine. | <ul style="list-style-type: none"> Public and class performance Classroom discussions/activities Field trip to see how instruments are constructed. |

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| PA Academic Standards | Performance Indicators | Assessments |
| C. Know and use fundamental vocabulary as it applies to music. | <ul style="list-style-type: none"> • Identify parts of the instrument. • Identify and perform dynamics p, f, and mf. • Demonstrate bowing styles of slur and staccato. | <ul style="list-style-type: none"> • Public and class performance • Classroom discussions/activities • Field trip to see how instruments are constructed. |
| D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. | <ul style="list-style-type: none"> • Perform contrasting pieces using legato and staccato styles or bowed and Pizzicato styles. • Perform contrasting pieces in classical and folk/fiddling styles. | <ul style="list-style-type: none"> • All orchestra concert selections |
| E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. | <ul style="list-style-type: none"> • Identify exercises that communicate stories or emotions such as Old McDonald, Ode to Joy, Can Can, Bingo, Arkansas Traveler, and Surprise symphony. | <ul style="list-style-type: none"> • Classroom discussion • Discussions following observance of a live music performance. |
| E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. | <ul style="list-style-type: none"> • Describe personal reactions to works of music. | <ul style="list-style-type: none"> • Classroom discussion • Discussions following observance of a live music performance |
| G. Identify the function and benefits of rehearsal and practice sessions. | <ul style="list-style-type: none"> • Evaluate rehearsal goals and objectives. • Evaluate personal practice strategies | <ul style="list-style-type: none"> • Classroom discussion • Personal critique • Progress report • Practice chart |

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| H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces. | <ul style="list-style-type: none"> • Demonstrate the application of rosin. • Demonstrate tightening/loosening the bow. | <ul style="list-style-type: none"> • Teacher observation • Public performance • Field trip to view how instruments are constructed. | |
| H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces. | <ul style="list-style-type: none"> • Demonstrate how to properly clean and store the instrument. • Demonstrate how to maneuver on and off stage in a professional manner. • Identify how instruments are made. | <ul style="list-style-type: none"> • Teacher observation • Public performance • Field trip to view how instruments are constructed. | |
| I. Describe arts events that take place in schools and in communities. | <ul style="list-style-type: none"> • Describe school performances that might include: Winter/Spring building concerts, building talent show, All-Orchestra concert. • Describe performance opportunities for select students that might include: District Art show, School Board Meeting, PMEA String Fest. | <ul style="list-style-type: none"> • Live performance discussion • Performance of whole group and small group performances | |
| I. Describe arts events that take place in schools and in communities. | <ul style="list-style-type: none"> • Discuss opportunities for live performance viewing in local community (Carlisle theater, CHS concerts, Hershey/Harrisburg Symphony). • Analyze proper social etiquette when attending a symphony. | <ul style="list-style-type: none"> • Solo/duet performance • Perform at the art show • Music journal • Live performance discussion | |
| J. Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. | <ul style="list-style-type: none"> • Perform with accompaniment to promote listening skills. | <ul style="list-style-type: none"> • Lesson performance with CD accompaniment. • Music software included in lesson book DVD • Live accompaniments and ensemble playing | |

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| K. Apply traditional and contemporary technologies for furthering knowledge and understanding in the humanities | <ul style="list-style-type: none"> • Compare symphony web pages with musical games and information about musicians and composers. | <ul style="list-style-type: none"> • Classroom discussion |
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| Strand: 9.2 Historical and cultural contexts | | Subject Area: Music – Elementary Strings | Grade: 4-5 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| A. Explain the historical, cultural, and social context of an individual music composition. | <ul style="list-style-type: none"> • Identify lesson book exercises that correspond with famous composers. • Identify lesson book example that represent folk art literature. | <ul style="list-style-type: none"> • Classroom discussion • Live musical concert | |
| A. Explain the historical, cultural, and social context of an individual music composition. | <ul style="list-style-type: none"> • Analyze pieces performed at live performances. | <ul style="list-style-type: none"> • Classroom discussion • Field trip to live musical concert | |
| G. Relate works in the arts to geographic regions. | <ul style="list-style-type: none"> • Identify folk song literature from various regions. • Identify composers from various regions. | <ul style="list-style-type: none"> • Classroom discussion • Field trip to live musical concert | |
| K. Identify, explain and analyze traditions as they relate to works in the arts. | <ul style="list-style-type: none"> • Perform fiddle/folk tunes. • Perform Holiday carols. | <ul style="list-style-type: none"> • Concert music selections | |
| L. Identify explain and analyze common themes, forms, and techniques from works in the arts. | <ul style="list-style-type: none"> • Identify the use of repetition in compositions. • Identify the use of form in compositions. | <ul style="list-style-type: none"> • Classroom discussion • Concert music selections • Book exercises • Field trip to live musical performance | |

| Strand: 9.3 Critical response | | Subject Area: Music – Elementary Strings | Grade: 4-5 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| A. Identify critical processes in the examination of works in the arts and humanities. | <ul style="list-style-type: none"> Analyze the music that will be performed at a live concert. | <ul style="list-style-type: none"> Classroom discussion Students will be guided in a sequential examination to analyze the pieces being performed at the live musical performance. | |
| D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. | <ul style="list-style-type: none"> Identify similar and contrasting styles/moods within musical selections using a provided vocabulary word bank. | <ul style="list-style-type: none"> Rehearsal discussion Discussions following live performance field trip. | |
| E. Describe and use types of critical analysis in the arts and humanities (formal and intuitive criticism). | <ul style="list-style-type: none"> Discuss and evaluate the elements and principles essential to a musical selection (formal). Discuss and evaluate one’s subjective insight to a musical selection (intuitive). | <ul style="list-style-type: none"> Group discussion/reflection after live music field trip. Rehearsal/lesson discussion | |
| F. Know how to recognize the processes of criticism in identifying and analyzing characteristics among works in the arts. | <ul style="list-style-type: none"> Evaluate group performance to analyze and provide feedback of whether or not rehearsal goals are being achieved. | <ul style="list-style-type: none"> Peer critique concert rehearsals and All Orchestra rehearsals. Group discussion after live music field trip. | |
| F. Know how to recognize the processes of criticism in identifying and analyzing characteristics among works in the arts. | <ul style="list-style-type: none"> Evaluate the level of musicianship observed at the live concert including tone production, blend, and balance. | <ul style="list-style-type: none"> Peer and self critique during lessons and concert rehearsals Group discussion after live music field trip. | |

| Strand: 9.4 Aesthetic response | | Subject Area: Music – Elementary Strings | Grade: 4-5 |
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| PA Academic Standards | Performance Indicators | Assessments | |
| A. Identify the attributes of various audiences' environments as they influence individual aesthetic response. | <ul style="list-style-type: none"> Analyze personal aesthetic response of taped or recorded music compared to live performances. Analyze the impact of audience and performer etiquette on aesthetic response. | <ul style="list-style-type: none"> Group discussion after live music field trip. Classroom discussion Concert preparation | |
| D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities. | <ul style="list-style-type: none"> Identify the mood of the music and how the composer communicates the different moods. Analyze pieces of music such as Ode to Joy and Surprise Symphony. | <ul style="list-style-type: none"> Concert rehearsals Classroom discussion about book exercises Classroom discussion before and/or after the live performance field trip. | |
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Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)