



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Applied Instrumental Music

COURSES/GRADE LEVEL(S): Orchestra and Lessons/Grades 4 and 5

I. Course Overview

Children in fourth and fifth grade are energetic, active, curious, and enjoy humor, adventure, kinesthetic experiences, and imaginative activities. Fine motor skills are more developed and students can concentrate on a single activity for longer periods of time. Many fourth grade students are able to match pitch and sing in tune while more individual attention is needed for others; however, consistent singing activities are needed to develop fine pitch discrimination and to help students to sing naturally and with a good tone quality. Fifth graders are at the peak of their child vocal development and are able to sing with greater expression and accuracy. Rhythmic accuracy and discrimination continues to grow, and students are able to evaluate the performance of themselves and others. Many may express interest in singing in small groups or alone and are becoming increasingly confident in their abilities. All students are able to participate in problem-solving experiences and to think creatively and critically.

The study of a stringed instrument can significantly contribute to the intellectual, physical, creative, and emotional development of a student. Valuable qualities such as commitment to a long-term goal, self-discipline, responsibility, cooperation, and teamwork, as well as self-expression and aesthetic perception (appreciation of music as an art), are some of the lifetime benefits derived by the student.

In **Orchestra**, students will learn and perform grade level appropriate music that will increase their technical proficiency on the violin, viola, or cello. The Lafayette School 4th and 5th grade curricular Orchestra experience is open to all students interested in participating; no audition is required. Each grade-level orchestra meets in two sections, once every six-day cycle, and performs in two formal concerts per year. Orchestras rehearse during a designated music period during the school day; academic classes are not missed to participate. In addition to ensemble rehearsals, all participants receive a small group lesson once per week on a rotating schedule.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



II. Units of Study

- 1.1 Music: The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music. **1.1.5.B.1, 1.1.5.B.2**
- 1.2 Music: History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures. **1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3**
- 1.3 Music: Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music.
1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
- 1.4 Music: Aesthetic Responses & Critique Methodologies (A, B):** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works.
1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5
- 9.1 21st Century Life Skills; Critical Thinking and Problem Solving (A), Creativity and Innovation (B), Collaboration, Teamwork and Leadership (C), Cross-Cultural Understanding and Interpersonal Communications (D), Communication and Media Fluency (E), Accountability, Productivity, and Ethics (F):** All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3, 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.D.3, 9.1.4.E.4, 9.1.4.F.2, 9.1.4.F.3
- 9.3 21st Career Awareness, Exploration & Preparation (A):** All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.
9.3.4.A.3, 9.3.4.A.4, 9.3.4.A.5, 9.3.4.A.6



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



III. Learning Objectives

Music: The Creative Process

21st Century Life Skills; Critical Thinking and Problem Solving

Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Music: History of the Arts and Culture

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

Art and culture reflect and affect each other.

Characteristic approaches to content, form, style, and design define musical genres.

The contributions of an individual performer can influence a generation of performers and signal the beginning of a new musical genre.

Communication with people from different cultural backgrounds is enhanced through the understanding of different cultural perspectives.

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

There are ethical and unethical uses of communication and media.

Music: Performance

21st Century Life Skills: Creativity and Innovation Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

Complex scores may include compound meters and the grand staff.

Proper vocal production and vocal placement improve vocal quality.

Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.

Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

Decoding musical scores requires understanding of notation, the elements of music, and basic compositional concepts.

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

Music: Aesthetic Responses & Critique Methodologies

21st Century Life Skills; Career Awareness, Exploration & Preparation

Works of art may be organized according to their functions and artistic purposes (i.e., genres, mediums, messages, themes).

Formalism in music varies according to personal, cultural, and historical contexts.

Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.

Identifying criteria for evaluating performances results in a deeper understanding of music and music-making.

Artists and audiences can and do disagree about the relative merits of musical works. When assessing works of music, it is important to consider the context for the creation and performance of the work.

Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

Levels of proficiency can be assessed through analyses of how performers apply the elements of music.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



IV. Essential Questions

Music: The Creative Process

21st Century Life Skills; Critical Thinking and Problem Solving

1. What are the assigned pitches on the musical staff?
2. How do the notes on the staff correspond to the fingering patterns on the instrument?
3. How is music organized into rhythmic patterns and groupings?
4. How can a problem be identified and solved through individual and collaborative efforts?

Music: History of the Arts and Culture

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

1. How are various types of music influenced by the cultures they come from?
2. What are the characteristics of various genres of music?
3. What are the contributions of various composers?
4. How can an understanding of music (and the arts in general) enhance cultural understanding?

Music: Performance

21st Century Life Skills: Creativity and Innovation

Collaboration, Teamwork and Leadership Accountability, Productivity, and Ethics

1. How can different combinations of notes and rhythms be used to improvise?
2. How do we rehearse together to play music with harmony parts?
3. How do we interpret the various musical notations, elements, and structural concepts used to perform a piece of music?
4. How can an awareness of technical development enhance one's acquisition of performance skills over time?
5. How does a fundamental knowledge of music theory enhance the rehearsal experience?
6. How can individuals make contributions (musical, non-musical) to the goals of a group of performers in rehearsal and performance?

Music: Aesthetic Responses & Critique Methodologies

21ST Century Life Skills; Career Awareness, Exploration & Preparation

1. What is this particular piece of music or genre intended to be used for?
2. What is the feeling or impression that you get from listening to this piece or genre?
3. What did the composer or performer do well in creating or performing this piece of music?
4. What are the qualities of a great performance or a great composition?
5. Which musical elements were performed accurately or inaccurately?
6. What makes this composition or performance effective, or powerful, and/or what makes this composition or performance ineffective, or weak?



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



V. Key Performance and Benchmark Tasks

Music: The Creative Process

21st Century Life Skills; Critical Thinking and Problem Solving

Assessment is ongoing within each class meeting, as lessons and ensembles are performance-based courses.

Assessment can and will occur within the large group setting, smaller sections of the large group, and individually.

Students will be able to view and/or listen to and critique performances formally and informally.

Results of home practice; practice outside of class is essential. Students who regularly engage in at home practice will see a higher rate of success with the given exercises and orchestral repertoire throughout the school year.

Applied knowledge of musical elements (reading notation, interpreting expressive elements notated in musical scores)

Self-discipline for maintaining rehearsal/performance etiquette.

Music: History of the Arts and Culture

21st Century Life Skills: Cross-Cultural Understanding and Interpersonal Communications Communication and Media Fluency

Learn about, practice, and perform pieces from different time periods, cultures, and genres.

Read about and discuss information about various pieces, genres, and composers.

View related historical time lines and reproductions of related artworks.

Successful/authentic application of skills rehearsed in performance

Music: Performance

21st Century Life Skills: Creativity and Innovation

Collaboration, Teamwork and Leadership

Accountability, Productivity, and Ethics

Improvise melodic patterns and/or rhythmic patterns using the notes of the D major scale.

Count and Play simple melodies or exercises in various time signatures.

Perform string orchestra repertoire in unison and 2 and 3 part harmony.

Perform string orchestra repertoire that includes various musical and compositional elements and notations.

Use of listening skills to re-create music that is heard in or outside of class.

Demonstrated ability to employ principles of rehearsal/performance etiquette in ensemble activities, including care for classroom materials

Music: Aesthetic Responses & Critique Methodologies

21ST Century Life Skills; Career Awareness, Exploration & Preparation

Listen to and watch recordings of pieces and performances. Discuss the merits of the piece and performance and the influences of the composer and culture, and time period. Identify characteristics and classifications of different genres of music.

Written reflective assignments (self-reflective and ensemble-reflective)

Traditional teacher-led Q&A

Introspective written/oral response demonstrating growth over time

Application of skills assessed leading to ensemble improvement

Ongoing Self- critique is ongoing during lessons and rehearsals.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



VI. Instructional Materials

Instruments and necessary accessories (rosin, etc.)

A diverse selection of quality orchestra repertoire.

Essential Elements for Strings 2000 Book 1 – Hal Leonard, 2001

Orchestra Expressions, Books 1, 2 – Alfred, 2004

Strictly Classics, Book 1 – Alfred, 2006

Suzuki Book 1, Revised edition –Alfred, 2007

I Can Read Music, volume 1 (Joanne Martin) Summy –Birchard Music, 1991

Mark O' Connor Violin Method, Book 1 Mark O'Connor Musik International, 2009

Selected orchestral repertoire by various publishers

String orchestra pieces written or arranged for appropriate level

Violin 1st position flash cards

Recordings

Smart board/online resources

Instruments, rosin, shoulder pads/rests, rock stops, tuners

Critique surveys and rubrics