

<b>Planned Course: Instrumental Strings</b>	<b>Course Number:</b>	<b>Department: Music</b>
<b>Unit: Mechanics of Reading and Composing Music</b>	<b>Grade Level: 4 - 5</b>	
<b>Estimated Time: Ongoing</b>	<b>Level/Track: Year 2-3</b>	<b>Date Approved: 08/01/2013</b>

<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)
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<p>9.1 Production, Performance, and exhibition of Dance, Music, and Visual Arts</p> <p>A. Elements and Principles in each Art Form</p> <p>B. Demonstration of Dance, Music, Theater, and Visual Arts.</p> <p>C. Vocabulary within each Art Form</p> <p>D. Styles in Production, Performance, and Exhibition</p> <p>9.3 Critical Response</p> <p>A. Critical Processes</p> <p>B. Types of Analysis</p> <p>C. Classifications</p> <p>D. Vocabulary for Criticisms</p> <p>E. Critical Position</p> <p>9.4 Aesthetic Response</p> <p>A. Philosophical Studies</p> <p>B. Aesthetic Interpretation</p> <p>C. Environmental Influences</p> <p>D. Artistic Choices</p>	<p>How is music written?</p> <p>How do I know what the music is telling me to do?</p> <p>Students will be able to demonstrate knowledge of music notation through reading and composing:</p> <ul style="list-style-type: none"> <li>• More complicated rhythmic notation; duple, triplet, and dotted patterns</li> <li>• Melodic notation</li> </ul> <p>Students will be able to demonstrate proper use of:</p> <ul style="list-style-type: none"> <li>• Clef</li> <li>• Meter</li> <li>• Tempo</li> <li>• Articulation</li> <li>• Fingerings</li> <li>• Scales</li> <li>• Form</li> </ul> <p>And understand the various Italian terms for tempo, dynamics, expression and form.</p> <p>Students will be able to improve his/her sight reading ability</p> <p>Students will be able to execute the finger placement for all pitches in first position</p> <p>Students will be able to compose an eight measure piece within given parameters</p>	<ul style="list-style-type: none"> <li>• Rote production of rhythmic combinations</li> <li>• Count, clap and play dotted rhythms</li> <li>• Play <i>p</i>, <i>f</i>, <i>mp</i>, <i>mf</i> dynamics following a conductor's signals</li> <li>• Recognize and play allegretto, allegro, andante, moderato, dolce, ritardando, a tempo, &lt; <i>crescendo</i>, &gt; <i>decrecendo</i> or <i>diminuendo</i>, D.C. al Fine, D.S. al Fine, accent, fermata, and coda.</li> <li>• Choose several passages and play them in different ways according to the various terms.</li> <li>• Review new music for sight reading improvement</li> <li>• Play sharps, flats, and naturals</li> <li>• Follow STARS (key signature, time signature and tempo, accidentals, rhythm, signs) each time a new piece is introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation through student performance both alone and in a group</li> <li>• Oral and written quiz on rhythms, symbols and staff notation</li> <li>• Work sheets</li> <li>• Report card indicating student's level of work with regard to rhythm, knowledge of fingerings and music reading</li> <li>• Sight reading quiz</li> <li>• Self evaluation of performance skills</li> <li>• Evaluation of performance skills by other students</li> </ul>
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