

Planned Course: Instrumental Strings		Course Number:	Department: Music
Unit: Technical Development		Grade Level: 4 - 5	
Estimated Time: Ongoing		Level/Track: Year 2 - 3	Date Approved: 08/01/2013
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<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>How do I produce detache and staccato?</p> <p>How do I know when to use the 4th finger?</p> <p>How do I play low and high second fingers?</p> <p>How can I slur multiple notes?</p> <p>How can I tune the instrument?</p> <p>The students will be able to demonstrate the technical playing of the instrument by:</p> <ul style="list-style-type: none"> • Using the wrist and finger stroke on the bow • Using the fine tuners to tune the instrument • Using low and high finger patterns and whole and half steps • Playing level 1 and 1½ orchestra music 	<ul style="list-style-type: none"> • Teacher demonstration will be used to show the student various techniques. The student will echo the bowing rhythms. • Rote and written scales using: <ul style="list-style-type: none"> Detache – smooth bow strokes Staccato – Martele bow – stop bow on string indicated with a dot Spiccato – bounce stroke using no more than one inch of bow • 4th finger exercises emphasizing left hand position • Half step exercises – fingers close as in 1st and 2nd or 2nd and 3rd Extended 3rd finger close to 4th 1st finger at the nut 	<ul style="list-style-type: none"> • Teacher observation • Memorization of songs using the techniques learned • Oral and written quizzes • Worksheets • Report card listing the student’s ability level for posture, position, and tone quality
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