

Effective Date: 2011-12

Hamburg Area School District

Name of Course: Elementary Orchestra/lessons
Department: Music

Grade Level: 3-5
Instructional Time: 25 minute/week lesson
30 minute/week orchestra

Length of Course: year round

Period Per Cycle: 1 each

Length of Period: 25 minute group lesson or
30 minute orchestra

Texts and Resources: Essential Elements 2000 for strings
(students will purchase lesson book(s)) various orchestra
pieces

Assessments: Students will be assessed once per
semester. Students will be assessed on various
elements of musical performance.

**Hamburg Area School District
Course Plan
Orchestra lessons**

**Course Name: Strings – Elementary
Unit: Posture, Left and Right Hand**

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	National Standards
Are you standing tall? Upper strings: Is scroll level with your neck? When you are not playing, are you in rest position? Do you know the parts of the instrument?	<ul style="list-style-type: none"> -The students will develop good posture to prepare for proper playing techniques. -The students will learn rest position for maintenance of the instrument. -The students will learn the parts of the instrument so that they can be identified. 	9.e
Is your left hand wrist away from the neck? Are your fingers curled? Lower strings: is your hand in the shape of the letter “C”?	<ul style="list-style-type: none"> -The students will develop correct left hand positioning. - Student fingers will remain curled with the lower strings will shape their hands like the letter “C”. 	9.e
Do you know how to pizzicato? Are you practicing the pencil bow hold? Are your right hand fingers curled? Upper strings: pinky on top? Lower strings: pinky on the side?	<ul style="list-style-type: none"> - The students will pizzicato or pluck the string. - The students will practice holding a bow with a pencil. - The students will curl fingers with pinky on top for upper strings and pinky on the side for lower strings. 	2.a 9.e
Did you tighten your bow? Did you rosin your bow? Is your bow moving straight across the string? Are you using most of the bow with enough weight?	The students will learn to prepare the bow by tightening and rosinning it. Students will also learn to properly pull the bow across the string with proper placement and applied weight.	2.a

**Hamburg Area School District
Course Plan
Orchestra lessons**

Course Name: Strings – Elementary

Unit: Rhythm

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>4/4 equals common time. $\frac{3}{4}$, dotted half note, whole note, whole rest, Are you playing with a steady beat?</p>	<p>Students will perform simple melodies and rhythms with a steady beat.</p>	<p>2.a 2.b 2.d</p>
<p>In the time signatures of 2/4, 3/4, and 4/4: Are you holding the quarter note/rest for a full beat? Are you playing eighth notes twice as fast as the quarter note? Are you playing half notes/rest twice as long as quarter notes? How long to do hold a dotted half note?</p>	<p>In 2/4, 3/4 and 4/4 time, students will hold the quarter note/rest for a full beat, eighth notes twice as fast as the quarter note and half notes/rest twice as long as a quarter note. Students will hold a dotted quarter note for three beats.</p>	<p>2.a 2.b 2.d 5.a 5.b 5.d</p>
<p>Can you conduct 2/4 or 4/4?</p>	<p>Students will be able to conduct the patterns of 2/4 and 4/4 to better understand the conductor's patterns when in an orchestra setting.</p>	<p>6.b</p>
<p>Do you know the difference between 4/4 time and common time?</p>	<p>Students will be able to delineate between 4/4 and common time.</p>	<p>5c</p>

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**Course Name: Strings – Elementary
Unit: Pitch**

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Can you play the notes of a D major scale?</p> <p>Can you play and read the notes on the G string notes?</p> <p>Can you play the altered fingerings for F and C natural (low second for upper strings, second finger for lower strings)?</p> <p>Can you tell the difference between half step and whole steps?</p> <p>What does chromatics mean?</p> <p>Can you play a C Major scale?</p> <p>Can you play C string notes for Cello and Viola and E string notes for violin and bass?</p>	<p>Students will be able to play the notes of a D major scale by the end of year one.</p> <p>Students will be able to read and play the notes on the G string by the end of the second year.</p> <p>Students will be able to play F and C natural.</p> <p>Students will be able to tell the difference between a half and a whole step.</p> <p>Students will be able to play part of a chromatic scale.</p> <p>Students will be able to play a C major scale by the end of the second year.</p>	<p>2.a 2.b</p>
<p>Upper strings: Can you play the A on the D string with 4th finger?</p>	<p>Upper string students will be able to use their fourth finger on D to play an A.</p>	<p>2.a</p>
<p>How many sharps are in the key of D?</p>	<p>Students will be able to recognize the key signature of D Major.</p>	<p>5.b</p>

**Hamburg Area School District
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**Course Name: Strings – Elementary
Unit: Notation**

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Can you identify the notes on your staff? What clef do you use?	Student will be able to identify notes on the staff using their specific clef.	5.b
Can you find the bar lines that separate the measures? Can you find measure 5 in the music? What does a double bar tell us to do? What does a repeat sign tell us to do?	Students will be able to identify a bar line and how it separates the measures. Students will be able to identify what a measure is and count how many measures are in the music to find a specific measure. Students will be able to identify what a double bar means at the end of the music. Students will be able to identify what a repeat sign tells us to do.	5.b 5.d 5.d 5.d
Which ending will you take the second time for a first and second ending piece? Describe how you would play D.C. al Fine in music.	Students will be able to follow the pattern of a first and second ending in a piece of music. Students will explain how you will go back to the beginning of the music and play until you see the fine.	5.d

**Hamburg Area School District
Course Plan
Orchestra lessons**

Course Name: Strings – Elementary

Unit: Articulation and other musical terms

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Can you tell me the difference between Allegro, Moderato, and Andante?	Students will be able to tell the difference between Allegro (faster speed), Moderato (medium speed), and Andante (slower speed).	5c, 7b, 8a
Can you use your read and perform the symbol (+)?	Students will use their left hand fourth finger to pluck the designated string.	2a, 5c, 7b
Can you tell the difference between and up and a down bow? Can you perform a down and up bow?	Students will point out a down or up bow. Students will perform a down or up bow.	5c, 7b 2a, 5c
Do you know the difference between ties and slurs? Can you find the upbeat? How many people are involved with a duet? Can you point out the differences between the theme and variation of the music? Do the notes step or skip in an arpeggio? Do you use a long or stopped bow stroke for staccato? How is a hooked bow different from a tie or slur? What is the difference between piano and forte?	Students will describe that a tie connects two of the same notes and slurs contain different notes. Students will be able to point out an upbeat. Students will be able to recognize a duet. Students will be able to find the changes in the variation from the main theme. Students will be able to tell that the notes skip in an arpeggio. Students will be able to recognize a staccato marking and know to play a stopped bow when they see it. Students will be able to describe and perform a hooked bow stroke. Students will be able to describe and perform piano and forte dynamics on their instrument.	8a 6c 5c 5d 2a 2c 2e

**Hamburg Area School District
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Course Name: Strings – level one

Unit: Composition/Improvisation

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Can you compose a two measure composition using the given rhythm and notes from the D Major scale?	Students will compose a two measures. Rhythm is given and students can choose from any note in the D Major scale.	3d, 4a
Can you come up with some words using A-G and write them on a music staff?	Students will also write notes on the staff to come up with words using notes A-G.	3d, 5d

**Hamburg Area School District
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Course Name: Strings – level one

Unit: History

Time Line: on going

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Can you describe the history of the string family?	Student will describe the history of the string family.	9d
Who are some of the major composers? How did they affect the development of music?	Students will describe how Mozart, Beethoven, Offenbach have affected our musical world up to today.	9d

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Unit: Articulation and other musical terms

Time Line: on going

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Can you tell me the difference between Allegro, Moderato, and Andante?	Students will be able to tell the difference between Allegro (faster speed), Moderato (medium speed), and Andante (slower speed).	5c, 7b, 8a
Can you use your read and perform the symbol (+)?	Students will use their left hand fourth finger to pluck the designated string.	2a, 5c, 7b
Can you tell the difference between and up and a down bow? Can you perform a down and up bow?	Students will point out a down or up bow. Students will perform a down or up bow.	5c, 7b 2a, 5c