

Randolph Township Schools
Department of Visual and Performing Arts

INSTRUMENTAL MUSIC (STRINGS)
Grades 4 - 5
Curriculum

Department of Visual and Performing Arts
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Randolph Township Schools
Music Department
Instrumental Music: Elementary Strings

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Randolph Township Board Of Education

Educational Goals

Values in Education

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools

Introduction

The Strings/Orchestra program in the Randolph School District grades 4 through 12 is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm, and other aspects of instrumental music performance.

Group lessons are the backbone of this successful program, teaching the orchestra members of Randolph the necessary skills on their individual instruments and creating a meaningful orchestral ensemble experience. At RMS and RHS, the “string orchestras” are the centerpiece of the program with the following ensembles serving as extensions of the orchestra program: Con Brio, Arietta, Symphonic Orchestra and various trios, quartets and other chamber ensembles.

It is the common goal of each orchestra director in the Randolph Township School District to help develop life long learners who will have a love and appreciation for music. Through the use of the NJCCCS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

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Pacing

The concepts set forth in this curriculum – tone production, rhythm, music theory, musical expression, knowledge and maintenance of instruments, and listening and analysis – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the elementary string experience and continues into middle school and high school. By the end of fifth grade, students are expected to remember and understand these concepts. In later grades, students continue to address these concepts in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through the 4 – 12 string program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression, and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
Concept: Tone Production

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>The proper bow hold is essential for producing a good tone.</p> <p>Bow control is essential for producing a good tone.</p> <p>The proper left hand posture is essential for good tone production.</p> <p>The proper left hand techniques will enhance good tone production.</p> <p>The proper placement of the instrument on one's body affects the way in which the tone is produced.</p>		<ul style="list-style-type: none"> • Why is it important to hold the bow correctly? • How many ways can you produce a good tone? • Does the left hand position affect the quality of tone? • What constitutes desirable left hand techniques? • How does the instrument placement affect one's sound? 	
KNOWLEDGE	SKILLS	CCCS	
<p>Students will know:</p> <p>The correct placement of each finger on the bow.</p> <p>The correct arm level for the bow on each string.</p> <p>The importance of bow weight, speed, and contact point between the bow and the strings.</p>	<p>Students will be able to:</p> <p>Demonstrate the correct placement of each finger on the bow.</p> <p>Analyze the level of the bow arm and bow for each string.</p> <p>Comprehend the difference between bow weight, speed and contact point.</p>	1.1, 1.4	

<p>The correct placement of each finger on the fingerboard for the pitches that are introduced.</p> <p>The correct placement of the shoulder, elbow and wrist to provide correct and efficient finger placement.</p>	<p>Demonstrate different uses of bow weight, speed and contact point. Analyze when to change bow weight, speed and contact point in order to change the tone that is being produced.</p> <p>Demonstrate the placement of each finger on the fingerboard for the pitches that are introduced.</p> <p>Evaluate the relationship between the shoulder, elbow, wrist, and fingers in order to create proper finger placement.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
Concept: Rhythm

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Keeping a steady beat is an important musical skill to develop.</p> <p>It is essential to understand the rhythmic symbols that are used in music.</p>		<p>Why is rhythm important in music?</p> <p>How can one feel a steady beat?</p> <p>Why do we use specific rhythmic symbols in music?</p>	
KNOWLEDGE	SKILLS	CCCS	
<p>Students will know:</p> <p>Rhythmic notation of the following: Whole note, whole rest, half note, half rest, quarter note, quarter rest, eighth note, eighth rest.</p> <p>The correlation between “ta, ta-a, ti-ti, etc.” and the universal counting of instrumental music.</p> <p>The basic concepts of subdivision.</p>	<p>Students will be able to:</p> <p>Identify, count and perform the following: Whole note, whole rest, half note, half rest, quarter note, quarter rest, eighth note, eighth rest.</p> <p>Demonstrate how the rhythmic counting of “ta, ta-a, ti-ti, etc.” correlate with the rhythmic symbols that are in a given piece of music by saying those rhythmic symbols out loud.</p> <p>Apply the knowledge of “ta, ta-a, ti-ti, etc.” and understand how it fits into the universal counting system of instrumental music (such as “1, 2, 3+, 4”).</p>	1.1, 1.3, 1.4	

<p>The importance of feeling the pulse within a piece of music.</p>	<p>Demonstrate playing two eighth notes within one beat within a given piece of music.</p> <p>Understand the importance of feeling the pulse in a piece of music while playing with a Smart Music accompaniment.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
Concept: Music Theory

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Music has many symbols to differentiate sound and time.</p> <p>The different range of sound is differentiated by music clefs.</p>		<ul style="list-style-type: none"> • Why do you need to know symbols in music? • Why can't all instruments use the same clef? 	
KNOWLEDGE	SKILLS	CCCS	
<p>Students will know:</p> <p>The following time signatures – 4/4, 3/4, 2/4</p> <p>The following key signatures – D, G, C</p>	<p>Students will be able to:</p> <p>Identify the correct amount of beats per measure in the following time signatures – 4/4, 3/4, 2/4.</p> <p>Apply the knowledge of the number of beats per measure to a specific piece of music.</p> <p>Identify the correct pitches in the following key signatures – D, G, C.</p> <p>Apply the knowledge of the correct pitches in each key signature that is covered, and demonstrate the correct spacing between each finger on each string for each pitch.</p>	1.1, 1.2 1.3, 1.4	

<p>The following musical symbols and/or concepts - staff, clef, bar line, pitch, ledger lines, rests, repeats, dynamics, D.C. and D.S., fermatas, first and second endings, sharp and natural signs, pizzicato and arco, down and up bows.</p>	<p>Compile the knowledge of the correct pitches in each key signature covered with the correct spacing between each finger, and apply it to a piece of music.</p> <p>Identify the following musical symbols/concepts - staff, clef, bar line, pitch, ledger lines, rests, repeats, dynamics, D.C. and D.S., fermatas, first and second endings, sharp and natural signs, pizzicato and arco, down and up bows.</p> <p>Analyze how to demonstrate each musical symbol/concept when it appears in a specific piece of music.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
UNIT IV: Music Expression

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Music is a vehicle in which individuals can express their own emotions.</p> <p>Dynamics and articulations help develop phrasing in different pieces of music.</p>		<ul style="list-style-type: none"> • What makes a musical performance expressive? • How can music affect emotions? • What affects musical phrasing? 	
KNOWLEDGE	SKILLS	CCCS	
<p>Students will know:</p> <p>The following music phrasing/tempo words – allegro, moderato, andante, adagio.</p> <p>The following dynamic symbols – forte, mezzo forte, mezzo piano, piano.</p> <p>The following articulation symbols - slurs, staccato, legato.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate the difference between the following music phrasing/tempo words – allegro, moderato, andante, adagio. • Identify and demonstrate different volume levels in a given piece of music as indicated by the following dynamic symbols – forte, mezzo forte, mezzo piano, piano. • Demonstrate the difference between the following articulations – slurs, staccato, legato. 	1.1, 1.3, 1.4	

	<ul style="list-style-type: none">• Apply the above phrasing/tempo words, dynamic symbols, and articulations, and evaluate when to use each in a given piece of music.	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
Concept: Knowledge and Maintenance of Instruments

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<p>Understanding the structure of the instrument benefits the musician’s control and use of the instrument.</p> <p>Proper maintenance and care of the instrument is essential to achieve maximum playability for the musician when performing on it.</p>		<ul style="list-style-type: none"> • Why are string instruments designed in the way they are today? • Why is it essential to take care of your instrument? What are the consequences if you do not take care of it?
KNOWLEDGE	SKILLS	CCCS
<p>Students will know:</p> <p>The following parts of the instrument: scroll, pegs, neck, shoulders, fingerboard, strings, bridge, tailpiece, fine tuners, chin rest, end button/pin.</p> <p>The following parts of the bow: tip, stick, horse hair, grip, frog, screw.</p> <p>The basic care of the instrument, such as unpacking, packing, when to rosin the bow, when to clean off the strings, and where to store the instrument at home.</p>	<p>Students will be able to:</p> <p>Identify the following parts of the instrument: scroll, pegs, neck, shoulders, fingerboard, strings, bridge, tailpiece, fine tuners, chin rest, end button/pin.</p> <p>Identify the following parts of the bow: tip, stick, horse hair, grip, frog, screw.</p> <p>Analyze what each part of the instrument and bow do in order to make the sound.</p>	1.2, 1.3, 1.4

<p>The following accessories that are used with each instrument: rosin, cleaning cloth, shoulder rest, rock stop.</p>	<p>Demonstrate how to unpack, pack, carry and store the instrument.</p> <p>Apply the knowledge of how and when to clean one's instrument and bow.</p> <p>Evaluate the importance of using rosin, a cleaning cloth, and a shoulder rest or rock stop.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Elementary Strings
Concept: Listening and Analysis

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<p>Having strong aural skills are beneficial to all musicians.</p> <p>Proper analysis of a variety of performances is essential to develop a one's own critical thinking and musicianship.</p>		<ul style="list-style-type: none"> • How do musicians use aural skills in the evaluations process while performing? • How does the analysis of different performances help improve one's skills? • Why should you listen to the sound you make?
KNOWLEDGE	SKILLS	CCCS
<p>Students will know:</p> <p>The pitches of the open strings on their instrument (E, A, D, G, C, respectively).</p> <p>The proper way to adjust the fingers in the left hand to adjust specific pitches.</p> <p>The importance how a specific pitch fits in with the rest of the ensemble.</p>	<p>Students will be able to:</p> <p>Identify the correct pitches of the open strings on their instrument (E, A, D, G, C, respectively).</p> <p>Analyze which fingertip and which direction to move in order to adjust a pitch.</p> <p>Analyze how a specific pitch should match with students that are playing the same part in an ensemble.</p> <p>Evaluate how a specific pitch fits with a pitch in another section of an ensemble.</p>	<p>1.1, 1.2, 1.3, 1.4</p>

APPENDIX A - SmartMusic

Since 2011, the Randolph School District Band program has experimented with the online assessment tool SmartMusic. The Randolph music faculty has dedicated many hours to professional development in order to fully implement this program. As of 2014, we received a Randolph Education Foundation Grant for the hardware needed for our rehearsal and lesson facilities in the High School and Middle School. As of the 2014 - 2015 school year, the Middle School Band program has rolled out a comprehensive SmartMusic initiative integrating SmartMusic into the band and lesson program.

All Randolph Middle School band students will be asked to purchase a subscription. Assignments will be sent to the students from both the lesson teachers as well as band directors. Any student unable to purchase a SmartMusic subscription, will have the opportunity to submit their assignments via school owned “practice room” subscriptions.

The yearly cost involved in the SmartMusic Educator Subscriptions and Practice Room Subscriptions must be budgeted. Each school will need multiple SmartMusic Practice Room Subscriptions and each lesson teacher will need a SmartMusic Educator Subscription. As the SmartMusic initiative continues to evolve and expand into Randolph Band, Chorus, and Orchestra programs in all Randolph Schools, additional SmartMusic Educator and Practice Room Subscriptions will also need a budget line item.

APPENDIX B – Resources

String Basics

SmartMusic

Assorted Ensemble Music