

For Week Ending:		February 10-14	Email: pmurch@greenville.k12.sc.us	
Period(s):	4th Period			
Course:	8th grade Strings		Teacher Voice Mail	355-7045
Unit Title/Topic	Introductory Unit: Students will review good bow holds and bow distribution. Teacher will review elements that will be evaluated for Concert Performance Assessment.		Lesson plans may be modified throughout the week due to the academic needs of the students.	
Standard:	- IM.O.P IM.3.1 I can perform appropriate scales that use expanded registers, in tune. - IM.O.P IM.3.2 I can move my left hand position to execute basic extensions and shifting finger patterns, in tune. - IM.O.P IH.3.3 I can play using specific contact points on my instrument and bow to create dynamics. - IM.O.P NH.3.3 I can listen and adjust my finger placement to match a given pitch.			
Day	Essential Questions	Class Activities	Assessments	Homework
Monday	Why is it important to practice at a slower speed for a long period of time before practice at a faster pace?	- Students will work on songs from the <i>All for Strings</i> book 3 starting with song #20-33. - Students will review third position using <i>Essential Techniques</i> book 3. - Students will continue to work on <i>Artemis Rising</i> and <i>Postcards from Russia</i>. - Students will work on sight-reading for Concert Performance Assessment that is March 2.	The teacher will evaluate the students’ correct position while playing their instrument.	Practice the music played in class.
Tuesday	Why is it important to practice at a slower speed for a long period of time before practice at a faster pace?	- Students will work on songs from the <i>All for Strings</i> book 3 starting with song #20-33. - Students will review third position using <i>Essential Techniques</i> book 3. - Students will continue to work on <i>Artemis Rising</i> and <i>Postcards from Russia</i>. - Students will work on sight-reading for Concert Performance Assessment that is March 2.	The teacher will evaluate the students’ correct position while playing their instrument.	Practice the music played in class.
Wednesday	Why is it important to practice at a slower speed for a long period of time before practice at a faster pace?	- Students will work on songs from the <i>All for Strings</i> book 3 starting with song #20-33. - Students will review third position using <i>Essential Techniques</i> book 3. - Students will continue to work on <i>Artemis Rising</i> and	The teacher will evaluate the students’ correct position while playing their instrument.	Practice the music played in class.

		<i>Postcards from Russia.</i> Students will work on sight-reading for Concert Performance Assessment that is March 2.		
Thursday	<i>Why is it important to practice at a slower speed for a long period of time before practice at a faster pace?</i>	- Students will work on songs from the <i>All for Strings</i> book 3 starting with song #20-33. - Students will review third position using <i>Essential Techniques</i> book 3. - Students will continue to work on <i>Artemis Rising</i> and <i>Postcards from Russia.</i> - Students will work on sight-reading for Concert Performance Assessment that is March 2.	The teacher will evaluate the students' correct position while playing their instrument.	Practice the music played in class.
Friday	<i>Why is it important to practice at a slower speed for a long period of time before practice at a faster pace?</i>	- Students will work on songs from the <i>All for Strings</i> book 3 starting with song #20-33. - Students will review third position using <i>Essential Techniques</i> book 3. - Students will continue to work on <i>Artemis Rising</i> and <i>Postcards from Russia.</i> - Students will work on sight-reading for Concert Performance Assessment that is March 2.	The teacher will evaluate the students' correct position while playing their instrument.	Practice the music played in class.

Next week: ·

