

Orchestra Curriculum Guide for WPS

[2019 Ma Curriculum](#)

String Orchestra Grade 3					
Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
1- 2	Sept 2 weeks	How do I make sound with my instrument? How do I take care of my instrument? How does my posture affect my playing? What does the Ant Song teach us?	-Students learn instrument set-up and care -Students learn class expectations and how to practice at home - students learn how to make sound with the bow and plucking -Ant Song	Performing- Select, analyze and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (N.M.P.04)	-teacher observation -Students can identify the strings using the Ant Song
3-4	Oct 4 weeks	How does my posture affect my playing? How do I hold the bow properly? Students will be introduced to their finger patterns and identify the half steps on the D string.	-Students practice using the bow on open strings echoing teacher -Students start using method book to learn to read notation on the D string - Students are introduced to beginning notes on the D string - Introduce Monkey Song	Performing- Develop and refine artistic techniques and work for presentation. Individually sing and play simple phrases following basic standard notation (e.g., half and quarter notes or matching simple pentatonic patterns). (1-2.M.P.05)	-teacher observation -Monkey Song- first 4 notes on D string
5-6	Nov 4 weeks	What are the steps for practicing new music at home?	-Students practice singing materials by singing the notes,	Perform- Develop and refine artistic techniques and work	

		When is a song ready to be performed? What are some strategies for accurately reading notation for D, E and F sharp?	playing in pizzicato, then using the bow -Introduce Hot Cross Buns -Continue practicing Monkey Song -Introduce Mary Lee in method book -Students are introduced to the different bow levels.	for presentation. Individually sing and play simple phrases following basic standard notation (e.g., half and quarter notes or matching simple pentatonic patterns). (1-2.M.P.05)	
6-7	Dec 3 weeks	What are some strategies for accurately reading notation for D, E and F sharp?	-Students continue singing, playing and reading notes on the D string using their method book. - Continue working on Hot Cross Buns and Mary Lee - Students work on identifying down bow, up bow, and bow lifts	Connecting- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify different genres and styles of music (e.g., folk songs, lullaby, jazz, reggae). Creating- Generate and conceptualize artistic ideas and work. Improvise short original musical ideas. (1-2.M.Cr.01)	- Unit 6, pg. 14; "Mary Lee"
8	Jan 4 weeks	What patterns will help me to play the D Major Scale accurately? Why are bow lifts important in music?	-Students learn how to play notes on the A string -Students are introduced to the D Major Scale	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and	-Ode to Joy

				music in at least two parts. (3-4.M.P.05)	
9	Feb 3 weeks	How can I self-assess my playing technique?	-Students continue to learn the notes on the A string with songs in Books? -Students practice reading and playing notes on the A and D strings	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	-teacher observation
10	March 4 weeks	What are some strategies I can use when I need to play on multiple strings in one song?	-Students practice reading and playing notes on the A and D strings -Students start learning concert songs for the spring concert. -Twinkle Twinkle and/or Are you Sleeping is introduced	Performing- Select, analyze and interpret artistic work for presentation. Individually read moderately complicated rhythms and melodies (e.g., melodies with alternating eighth notes, quarter notes and half notes, pentatonic and diatonic tonalities) in standard notation in treble clef. (3-4.M.P.04) Performing- Interpret intent and meaning in artistic work. Explain the relationship between culture, venue, and	- Dreidel

				audience behavior (e.g., street performance, symphony). (3-4.M.R.08)	
11-12	April 4 weeks	How can I self-assess my playing technique after a performance?	-Students continue to practice reading and playing music in their method book -Students perform solos for their class	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	-D Major Scale performance assessment
12-13	May 4 weeks	How do I adjust my finger patterns to be more in tune with the harmony students are playing?	-Students practice performing concert music for the spring concert -Students learn about good audience/performing etiquette? -Students play D major scale as a round	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding- Apply criteria to evaluate artistic work. Demonstrate active listening as an audience member (e.g., noticing details, making connections). (1-2.M.R.09)	-Concert Songs performance assessment
	June 2 weeks	How can I learn new songs over the summer? What are the steps for learning new music that I have used in class?	- Students receive and go over new music for continued practice over the summer -Students perform solos for their peers	Performing- Convey meaning through the presentation of artistic work. Sing and play in groups responding	Student's perform for the end of the year concert.

				appropriately to cues of a conductor. (3-4.M.P.06) Responding- Apply criteria to evaluate artistic work. Demonstrate active listening as an audience member (e.g., noticing details, making connections). (1-2.M.R.09)	
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String Orchestra Grade 4

Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
Review 8-11	Sept 2 weeks	How can I help myself get back into the good habit of practicing at home? What are some strategies I can use to remember my note names on the music staff?	-Students review class expectations - students review D and G Major Scales -Students use method book to review notation on the D and A string	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) 1. Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g.	-teacher observation

				tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	
12-13	Oct 4 weeks	What are some strategies I can use to remember how to say rhythms in my songs? -	-Students work in the method book to practice reading and playing new songs. Students start to prepare music for the winter concert -Students practice saying rhythms and writing in the counting	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	-performance assessment Unit 20; "Pentascals" -teacher observation
14-15	Nov 4 weeks	How can I figure out what a note is if I don't already know?	-Students are introduced to notes on the G string. -Students practice singing, playing and reading notes and rhythms on the D, G and A string using their method book and supplemental materials	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g.	-teacher observation - Performance/note reading assessment "Frog Legs"

				tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	
19	Dec 3 weeks	What does it mean to practice performing? What can I do to feel ready to perform?	-Students continue to prepare music for the winter concert -Students practice saying rhythms in their method book material Students are introduced to the G Major Scale.	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	-Performance on concert music -teacher observation
20	Jan 4 weeks	What are some common traits between my winter concert music and my spring concert music?	-Students continue in Method Book, practicing reading and counting -Students are introduced to spring concert repertoire	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a	-Teacher Observation

				composer's musical intent. (3-4.M.R.07)	
21	Feb 3 weeks	How are a tie and a slur the same, and how are they different? What areas in my concert music will need the most practice and how do I figure that out?	-Students work on learning repertoire for the upcoming spring concert -Students continue working in the method book on D, G and A string material -Students are introduced to slurs, ties and dotted half notes (pg. 34)	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	Performance Assessment "Over the Rainbow" (p. 35)
22	March 4 weeks	How can I improve my playing skills? What skills do I need to focus on the most?	-Students continue to work on learning musical repertoire for the upcoming Concert -Students continue in method book to improve on slurs, ties and dotted half notes	Performing 1. Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	-Teacher Observation

				Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	
23	April 4 weeks	How can I improve my playing skills? What skills do I need to focus on the most?	Students continue to practice reading and playing music in their method book Students continue practicing concert music Students practice learning their second octave G Major Scale	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	performance assessment on Unit 20; "Long Long Ago"
24	May 4 weeks	What areas in my concert music do I need to focus on the most and why? What is the purpose of a "practice performance"?	Students practice performing for the concert	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	G Major Scale performance assessment

				Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07) Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	
	June 2 weeks	How can I keep playing over the summer?	-Students receive and go over new music for continued practice over the summer -Students perform solos for their peers	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05) Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	Teacher and Student reflection on school years accomplishments
String Orchestra Grade 5					

Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
Review 20- 22	Sept 2-4 weeks	How can I help myself get back into the good habit of practicing at home? - How do I produce a good tone while using slurs, staccato, slurred staccato, bow lifts, and legato bow strokes?	-Students review proper posture for seated and standing position. - Students review D and G Major Scales -Students use method books to review notation on the D, G and A string.	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	- Posture
23					
Review 21-22	Oct 4 weeks		- Students are introduced to low 2 finger patterns aurally -Students work in the method book to review Slurs, staccato, and slurred staccato - Students review 3/4 time signature and rhythmic patterns	Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	-D Major Scale Slurred
23	Nov 4 weeks	- What happens to my other fingers when I am using a new finger pattern? What can I do to improve intonation	- Low 2 finger pattern on D string with notation- F naturals -Review slurred staccatos and bow lifts -chromatics, half step, whole step, interval, natural.	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	- Jasmine Flower

24	Dec 3 weeks	What does it mean to practice performing? What can I do to feel ready to perform?	- Using high 2s and low 2s in quick succession- Whip out	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-Lullaby
25- 26	Jan 4 weeks	- How do I know when something is D major or G major?	- 4th position for Cellos on the D and G string - Key of G major scales and Arpeggios -Violin E string -Octave	Responding-Perceive and analyze artistic work. Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)	- Key of G major scale and Arpeggios
27-28	Feb 3 weeks	- How do I reinforce different finger patterns while reading in G major	- Reinforce playing in G major. -Concerto	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-Happy Birthday to You
29-30	March 4 weeks	- How do the finger patterns to the keys I already know correlate to the new keys?	-C major Scale- high and low for viola and cello- C string - Low 2 Finger patterns. Cellos, using 4th position -Ostinato, 1st and 2nd ending	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-C major Scale and arpeggio
31	April 4 weeks	- How do the finger patterns to the keys I already know correlate to the new keys?	-Reinforce C major with Shakura and Kookaburra Round.	Performing- Develop and refine artistic techniques and work for presentation. Sing and	- Sakura

			-Common time signature, whole note, whole rest.	play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	
32-33	May 4 weeks	How do I identify Key Signatures easily? Circle of fifth correlate to the string names	- Review different pieces in D, G, C major. Divisi, unison, -Da Capo Al fine,	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	- El Floron
Review	June 2 weeks	What skills and concepts do I know well? What concepts and skills will I need to strengthen in middle school?	-Review D, G, C major scales and their respective finger patterns - Correctly identify keys with notation -Review concepts learned this past three years using the index in the back of the book- Make a game out of it- Jeopardy, Kahoot, Etc	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	- Scales and arpeggios of D, G, C major.

String Orchestra Grade 6

Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
1	Sep	What does it mean to play in an orchestra?	-Students review class expectations - Students review D Scale -Students use method book to review notation on the D, G and A string	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-Performance of D Scale lower and upper octave and Hopp Hopp Hopp
2	Oct	How can I use a fingering chart tool to place needed fingerings in my music?	-Students review class expectations - students review G Scale -Students use method book to review notation on the D, G and A string	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Performance of G Scale lower and upper octave and I Don't Know You
3	Nov	How do the 3 scales I learned change my finger patterns?	- Students review class expectations - students review C Scale -Students use method book to review notation on the D, G and A string	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Performance of C Scale lower and upper octave and Jupiter
Review 1-3	Dec	How do I prepare for a concert?	Final Review of note reading for open strings Prepare for concert	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	Concert performance
4	Jan	How do I use a metronome with a small beat?	Unit 4 - Eighth note/rest subdivision	Convey meaning through the presentation of artistic	Tricky Twinkle

				work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	
5	Feb	How do I use a metronome with a big and small beat?	Unit 5-6 Dotted quarter and hooked bow	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Scotland the Brave
6	Mar	How do I subdivide while listening to other parts in music?	Unit 7 Dotted quarter eighth rhythm	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Largo from Sym 9
7	Apr	How do I use open strings to help tune?	Unit 8 A Major Lower	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Extension Chord and Another Extension Chord Los Pollitos
8	May	How do I use a drone	Unit 9 A Major Upper	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	Concert performance
	June	How can I keep practicing for the summer?	Review and Chamber Music	Performing- Develop and refine artistic techniques and work for presentation. Sing and	Chamber Music performance

				play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	
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String Orchestra Grade 7

Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
1	Sep	What skills are you excited to learn this semester?	-Students review class expectations - Students review D Scale 2 octave -Unit 10	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-Performance of D Scale lower and upper octave combined
2	Oct	How does having a strong LH foundation help develop my virbato?	-Students review class expectations - Unit 11 16th note	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Performance of Black Diamond Reel and Laughing
3	Nov	How does my bow hold foundation effect my spiccato and brush stroke tone?	- Unit 12 Spiccato - Unit 13 Accents	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Performance of Scribble Dribble/Finale From Serenade for Strings and Anvil Chorus/ Accent on a Rock
4	Dec	How to I prepare for a concert?	Final Review Prepare for concert	Performing- Develop and refine artistic techniques and work for	Concert performance

				presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	
5	Jan	How do I use a metronome with a small beat?	Unit 14 - Syncopations	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Shake Papaya Down w/ metronome
6	Feb	How do I use a metronome with a big and small beat?	Unit 15 - 16 performing syncopations	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Hornpipe from "Water Music"
7	Mar	How do I fill in a finger chart for C, G, D, A, and F scale?	Unit 19 F Major	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	F Major Scale
8	Apr	How do I use open strings to help tune?	Unit 20 Performing F Major pieces	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Waltzing Matilda and Sea Shanty
9	May	How do I use a drone	Performance preparation	Performing- Develop and refine artistic techniques and work for presentation. Sing and	Concert performance

				play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	
10	June	How can I keep practicing for the summer?	Review and Chamber Music	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	Chamber Music performance

String Orchestra Grade 8					
Unit	Time Frame	Big Ideas (Statements or Essential Questions)	Major Learning Experiences from Unit	Standards	Assessments
1	Sep	What skills are you excited to learn this semester?	-Students review class expectations - Unit 21 -22 D minor	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	-Performance of d minor, Shalom Chaverim, William Tell
2	Oct	How do I play in $\frac{1}{2}$ position?	- Unit 23 - 24 Bb Major	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Performance of Bb and Turkish March
3	Nov	How can I use my major scale to find relative minor?	- Unit 25 - 26 G minor/major	Convey meaning through the presentation of artistic work. Sing and play in	Performance of G minor and Siciliano

				groups responding appropriately to cues of a conductor. (3-4.M.P.06)	
4	Dec	How to I prepare for a concert?	Final Review Prepare for concert	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	Concert performance
5	Jan	How do I use a metronome with a small beat?	Unit 27 - Dotted eighth note-sizteenth	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	En el Lajano Bosque
6	Feb	How do I fill in counts for 6/8 time?	Unit 28 - 29 6/8 counting	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	performance of Barcarolle, The Irish Washerwoman, Malambo
7	Mar	How can I use my knowlege of the fingerboard to understand chromatic scales?	Unit 30 Triplet	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Bowing Triplet Blues and Chromatic Colors
8	Apr	How can I take things learned and apply for future in high school orchestra?	Unit 31-32 - 33	Convey meaning through the presentation of artistic work. Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)	Student Choice from these units
9	May	How can I be a leader in my orchestra?	Performance preperation	Performing- Develop and refine artistic techniques	Concert performance

				and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	
10	June	How can I keep practicing for the summer?	Review and Chamber Music	Performing- Develop and refine artistic techniques and work for presentation. Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)	Chamber Music performance