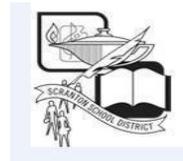

Strings Intermediate

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

Strings Intermediate

Prerequisite : Previous enrollment in either middle school strings or high school beginner strings class

Course description: Students will scaffold skills learned in previous strings classes. Students will begin to learn how to tune their instruments and further explore reading and performing music with a concentration in reading rhythms and notes more accurately. Students will be reminded of proper posture and bow hold. Students will expand upon their knowledge of major scales. Students in the Intermediate Strings class are required to perform in a Winter and Spring concert.

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Year-at-a-glance

Subject: Strings Intermediate	Grade Level: 9-12	Date Completed:
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1st Quarter

Topic	Resources	CCSS
Review basics of the instruments (proper care, posture, hand position, etc.)	Instruments, accessories, method books	9.1.12A, 9.1.12B, 9.3.12A
Daily warm-ups including open string tuning and introduction to scales (G Major, D Major)	Electronic tuners, scale handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Use method books to build more confidence in reading notes and rhythms on sight	Method books, level appropriate literature	9.1.12A, 9.1.12B
Discuss historical and cultural aspects of music selected for winter concert	Concert pieces, worksheets/handouts specific to particular pieces, teacher knowledge	9.1.12D, 9.1.12E, 9.1.12F
Work through concert music using a variety of techniques to help students gain a better understanding of rhythms, finger patterns, and tonality	Concert music, method books, fingering chart	9.1.12A, 9.1.12B, 9.1.12C, 9.1.12G, 9.1.12H
Rehearse music for winter concert	Level appropriate string orchestra literature	9.1.12G, 9.1.12H

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2nd Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and some major scales (G Major, D Major, possibly more dependent upon class growth)	Electronic tuners, scale handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Use method books to build more confidence in reading notes and rhythms on sight	Method books, level appropriate literature	9.1.12A, 9.1.12B
Listen to performances of concert music performed by other ensembles and compare and critique performances	Recordings of other ensembles on CD, MP3, YouTube or similar website	9.3.12.A, 9.3.12.B, 9.3.12.C, 9.4.12.B, 9.4.12.C
Discuss vocabulary present throughout pieces and imperative to maintain the integrity of the performance	Concert music, method books, fingering chart	9.1.12A, 9.1.12B, 9.1.12C, 9.1.12G, 9.1.12H
Continue to work through concert music using a variety of techniques to help students gain a better understanding of rhythms and finger patterns	Concert music, method books, fingering chart	9.1.12A, 9.1.12B, 9.1.12C, 9.1.12G, 9.1.12H
Prepare students for performance by discussing proper etiquette at concert (what to wear, how to get on and off stage appropriately, conduct while on stage, etc.)	Teacher knowledge/experience	9.1.12A, 9.1.12G, 9.1.12H, 9.4.12B, 9.4.12C
Perform winter concert	Concert pieces, instruments, various accessories	9.1.12.G, 9.1.12.B, 9.1.12.D

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3rd Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and expand knowledge of scales (G Major, D Major, A Major)	Electronic tuners, scale requirement handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Sight reading lower level pieces to help students gain more musical independence	Various method/etude books, skill appropriate concert pieces	9.1.12A, 9.1.12B, 9.1.12C
Introduce new bowing techniques or musical concepts related to the pieces	Concert music, fingering chart, method books pertaining to specific topics	9.1.12A, 9.1.12B, 9.1.12C
Discuss historical and cultural aspects of music selected for winter concert	Concert pieces, worksheets/handouts specific to particular pieces	9.1.12D, 9.1.12E, 9.1.12F
Work through concert music using a variety of techniques to help students gain a better understanding of rhythms, finger patterns, and tonality	Concert music, method books, fingering chart	9.1.12A, 9.1.12B, 9.1.12C, 9.1.12G, 9.1.12H
Rehearse music for spring concert	Appropriate string orchestra literature	9.1.12G, 9.1.12H

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4th Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and expand knowledge of scales (G Major, D Major, A Major, C Major)	Electronic tuners, scale handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
More in depth discussion of historical and cultural aspects of concert music	Concert pieces, worksheets/handouts specific to particular pieces, program notes written by the composer	9.2.12.B, 9.2.12.C, 9.2.12.D
Listen to performances of concert music performed by other ensembles and compare and critique performances	Recordings of other ensembles on CD, MP3, YouTube or similar website	9.3.12.A, 9.3.12.B, 9.3.12.C, 9.4.12.B, 9.4.12.C
Discuss vocabulary present throughout pieces and imperative to maintain the integrity of the performance	Concert pieces, various method books, websites, teacher knowledge	9.2.12.F, 9.3.12.F
Prepare students for performance by discussing proper etiquette at concert (what to wear, how to get on and off stage appropriately, conduct while on stage, etc.)	Teacher knowledge	9.1.12A, 9.1.12G, 9.1.12H, 9.4.12B, 9.4.12C
Perform spring concert	Concert pieces, instruments, various accessories	9.1.12.G, 9.1.12.B, 9.1.12.D
Review of music terms and techniques learned throughout the year. Sight reading to continue growth and musical independence. Continue to work on tuning and scales.	All knowledge learned throughout the year.	9.1.12.A through 9.1.12.G, 9.1.12.I, and 9.2.12.A, B, D, E, G, H

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Instrument Setup and Care	9.1.12B 9.1.12H	Students will learn how to properly assemble and care for their instruments. Vocab: peg, strings, fine tuner, fingerboard, scroll, bridge, chin rest, shoulder rest, f hole, sound post, rock stop, endpin anchor, endpin, bow (French/German for bassists), tailpiece, rosin	Rosin Shoulder Rest Endpin Anchor/Rock Stop Instrument Bow Teacher demonstration	Teacher observation Student self-assessment	40 minutes/first day Continual reinforcement throughout year
Proper Instrument Posture and Technique	9.1.12B 9.1.12H	Students will learn how to properly hold and play their respective instruments. Incorrect posture while playing can lead not only to poor tone quality and production but also to physical injury. It is imperative that students are taught these skills by a knowledgeable and qualified instructor. Vocab: bow hold, tone quality, tone production, f hole, sound post	Instrument Posture Chair Shoulder Rest Endpin Anchor/Rock Stop Bow Rosin Teacher demonstration	Teacher observation Student self-assessment	40 minutes/first day Continual reinforcement throughout year

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Tuning Instruments	9.1.12.A 9.1.12.B 9.1.12H 9.3.12.A	Aural skills Students will learn to hear disparities in a given pitch and the pitch of their instruments. They will begin to train their ears to identify whether the string is sharp or flat and how to fix the problem. Vocab: pitch, intonation, sharp, flat, unison, double stop, peg, fine tuner	Tuner Instruments Sing tuning pitch (A440), match pitch on instrument, tune double stops	Teacher observation Student self-assessment	5 minutes/day
Major Scales	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H	Students will learn about key signatures and building scales. They will learn how to play scales in tune and how to properly shift on their instruments. Vocab: Whole step, half step, octave, shifting, finger pattern, key signature, flat, sharp, natural, unison, solfege	Fingering chart Shifting chart Scale chart	Teacher observation Student self-assessment Scale tests	10-20 minutes/day
Sight Reading	9.1.12A 9.1.12B 9.1.12C 9.1.12G 9.1.12H	Knowledge of time/key signatures, dynamics, tempo	Sheet music Scan music for basics - tempo, time signature, key signature, time change, key	Teacher observation Student self-assessment	20-30 minutes/week

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		<p>Recognizing rhythms and fingerings on sight, bowings, articulations</p> <p>Vocab: time signature, key signature, slur, hook, staccato, accidental</p>	<p>change, accidentals, complex rhythms</p> <p>Play through piece</p> <p>(Possible adaptation: break piece into sections)</p>	<p>Student group assessment</p>	
Musical Expression	<p>9.1.12A 9.1.12B 9.1.12C 9.3.12A</p>	<p>Tempo/dynamic/bowing terminology</p> <p>Vocab: tempo, largo, allegro, moderato, andante, presto, dynamics, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, sfz, hooked bow, slur, legato, staccato, etc.</p>	<p>Sheet music</p> <p>Read through piece a few times to understand rhythms and pitches</p> <p>Scan music and take note of any tempo/dynamic/bowing changes</p> <p>Learn about any genre or time period nuances that may be expected</p> <p>Begin to add in these changes to add expression and depth to the piece</p>	<p>Student self-assessment</p> <p>Teacher observation</p> <p>Playing assessment</p> <p>Student group assessment</p>	<p>20-30 minutes/day</p>
Performance Etiquette	<p>9.4.12C 9.3.12A 9.3.12C 9.3.12E 9.3.12G</p>	<p>Performance attire, on stage behavior and traditions</p> <p>Vocab: Concertmaster</p>	<p>Instruments, music</p> <p>Learn how to properly behave in a performance setting</p>	<p>Teacher observation</p> <p>Student/group self-assessment</p>	<p>Ongoing throughout the year</p>
Perform Winter/Spring Performance	<p>9.1.12.G 9.1.12.B 9.1.12.D</p>	<p>The Performance is the culmination of the work done since the beginning of the school year. It incorporates all</p>	<p>Instruments, accessories, music, stands</p>	<p>Teacher observation</p> <p>Student/group self-assessment</p>	<p>Twice/year</p>

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		<p>knowledge learned to this point, including warm ups, tuning, performance of music selected for the concert using correct pitches, key signatures, accidentals, dynamics, accents, balance and blend, while maintaining the integrity of the musical context.</p>		<p>Public response</p>	
<p>Review of music terms and techniques learned throughout the year. Sight reading to continue growth and musical independence. Continue to work on tuning and scales.</p>	<p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.1.12.G 9.1.12.I 9.2.12.A 9.2.12B 9.2.12D 9.2.12E 9.2.12G 9.2.12H</p>				