Strings Advanced

Curriculum Guide

Scranton School District

Scranton, PA

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Strings Advanced

Prerequisite : Recommendation from teacher based on either previous string experience and/or audition.

Course Description: Students will scaffold skills learned in Intermediate Strings and expand upon these in greater detail. Advanced techniques studied include more confidence and accuracy while tuning, intonation, independent part playing, articulation, bowing techniques, major, minor scales, and arpeggios. Students will also be exposed to upper level repertoire. Advanced String members are required to perform a Winter and Spring Concert and to audition for PMEA District 9 Orchestra.

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Year-at-a-glance

Subject: Strings Advanced	**Grade Level: 9-12**	**Date Completed:**

1st Quarter

Topic	Resources	CCSS
Review basics of the instruments (proper care, posture, hand position, etc.)	Instruments, method books	9.1.12A, 9.1.12B, 9.3.12A, 9.1.12H
Daily warm-ups including open string tuning and some major scales (C Major, G Major, D Major, A Major, E Major, F Major, Bb Major, Eb Major, Ab Major)	Electronic tuners, scale requirement handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Sight reading a variety of pieces to help students develop musical independence and to choose appropriate winter concert music for the ensemble	Various method/etude books, skill appropriate concert pieces	9.1.12A, 9.1.12B, 9.1.12C
Review requirements to audition for PMEA. Work on required scales and hear students perform the assigned solo piece.	Instruments, scale requirement handout, solo	9.1.12A, 9.1.12B, 9.1.12C, 9.1.12H
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
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
Rehearse music for winter concert	Appropriate string orchestra literature	9.1.12G, 9.1.12H

2nd Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and some major scales (C Major, G Major, D Major, A Major, E Major, F Major, Bb Major, Eb Major, Ab Major). Introduction minor scales as necessitated by music	Electronic tuners, scale requirement handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Sight reading a variety of pieces to help students develop musical independence	Various method/etude books, skill appropriate pieces/etudes/etc.	9.1.12A, 9.1.12B, 9.1.12C
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.F9.3.12.F
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
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

3rd Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and expand knowledge of scales (major and relative minors) and how to build them	Electronic tuners, scale requirement handout, shifting chart (by instrument)	9.1.12A, 9.1.12B, 9.3.12A
Sight reading a variety of pieces to help students develop musical independence and to choose appropriate spring concert music for the ensemble	Various method/etude books, skill appropriate concert pieces	9.1.12A, 9.1.12B, 9.1.12C
Discuss historical and cultural aspects of music selected for spring 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
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
Rehearse music for spring concert	Appropriate string orchestra literature	9.1.12G, 9.1.12H

4th Quarter

Topic	Resources	CCSS
Daily warm-ups including open string tuning and expand knowledge of scales (major, minor, chromatic) and how to build them	Electronic tuners, scale requirement 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.F9.3.12.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

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, nut, 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**

Tuning Instruments	**9.1.12.A** **9.1.12.B** **9.1.12H** **9.1.12K** **9.3.12.A**	**Aural skills** **Students will learn to vocally match pitch (A440) and 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**	**Electronic 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** **Instruments** **Scan music for basics - tempo, time signature, key**	**Teacher observation** **Student self-assessment**	**20-30 minutes/week**

		Students will be given a piece of music or an exercise from a method book. They will work to accurately perform the given music on the first attempt. Reflection on the sight reading helps students identify what areas they are struggling in and what can be improved. **Recognizing rhythms and fingerings on sight, bowings, articulations** **Vocab: time signature, key signature, slur, hook, staccato, accidental, tempo, dynamics**	**signature, time change, key change, accidentals, complex rhythms** **Play through piece** **(Possible adaptation: break piece into sections)**	**Teacher observation** **Student group assessment**	
PMEA District Audition		**Students will be required to audition for PMEA District Orchestra. Students are required to learn certain scales and a solo piece. The audition process helps students grow as individual musicians rather than an ensemble. Students work independently and learn**	**Sheet music** **Scale requirement handout**	**Teacher assessment** **Student self-assessment**	**40 min/week**

		new skills necessary to perform the piece.			
Musical Expression	**9.1.12A** **9.1.12B** **9.1.12C** **9.3.12A**	**Tempo/dynamic/bowing terminology** **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.**	**Sheet music** **Read through piece a few times to understand rhythms and pitches** **Scan music and take note of any tempo/dynamic/bowing changes** **Learn about any genre or time period nuances that may be expected** **Begin to add in these changes to add expression and depth to the piece**	**Student self-assessment** **Teacher observation** **Playing assessment** **Student group assessment**	**20-30 minutes/day**
Minor Scales	**9.1.12A** **9.1.12B** **9.1.12C** **9.1.12G** **9.1.12H**	**Finger patterns, shifting, key signatures** **Vocab: Whole step, half step, octave, natural minor, harmonic minor, melodic minor, relative minor**	**Fingering chart** **Shifting chart** **Scale chart** **Learn how to find the relative minor of our previously learned major scales** **Play natural minor** **Learn about other forms of minor scale (melodic, harmonic)**	**Teacher observation** **Playing assessment**	**10 minutes/day**

			Play all forms of the minor scale		
Arpeggios	**9.1.12A** **9.1.12B** **9.1.12C** **9.1.12G** **9.1.12H**	**Finger patterns, key signatures, intervals. Learning to hear, identify, and reproduce the intervals required to perform arpeggios. This is a critical skill for playing in tune and with proper technique.** **Vocab: Scale tones (1st, 3rd, 5th, 8th, etc.), chord, intervals**	**Fingering chart** **Scale chart** **Learn about chords** **Learn how to figure out the arpeggio of a major key signature (I chord)** **Figure out how to play arpeggios in that key**	**Teacher observation** **Student self-assessment**	**5 minutes/day**
Performance Etiquette	**9.4.12C** **9.3.12A** **9.3.12C** **9.3.12E** **9.3.12G**	**Concert attire, on stage behavior and traditions** **Vocab: Concertmaster**	**Instruments, music** **Learn how to properly behave in a performance setting**	**Teacher observation** **Student/group self-assessment**	**Ongoing throughout the year**
Perform Winter/Spring Concert	**9.1.12.G** **9.1.12.B** **9.1.12.D**	**The Concert is the culmination of the work done since the beginning of the school year. It incorporates all 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**	**Instruments, accessories, music, stands**	**Teacher observation** **Student/group self-assessment** **Public response**	**Twice/year**

		blend, while maintaining the integrity of the musical context.			
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.**	**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**				