

Grade 4 Orchestra Curriculum

Description

Orchestra is offered to all 4th grade students. Instruction focuses on: instrumental techniques, ensemble rehearsal, performance techniques, and music reading. Students meet three times per week with the orchestra instructor: twice during the school day for 30 minute homogeneous small group lessons and once before school for a 45 minute orchestra rehearsal. Recommended lesson size is no more than six students. Participation in all scheduled lessons, rehearsals and performances is expected.

Course Overview

Course Objectives

Students will:

- progress through Skill Level One on their specific instrument.
- successfully participate in authentic concert experiences through public performance in the most professional setting available.
- exhibit proper posture and playing position.
- produce a characteristic sound on the instrument.
- play with accurate intonation.
- use appropriate bowing articulation techniques in the attack and release of sounds.
- exhibit proper rehearsal and performance procedures in ensemble playing.
- develop independent problem solving strategies through appropriate practice techniques.
- apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- demonstrate proper care of instrument.
- demonstrate the ability to play one octave D major scale and read and play music in that key, and read and play music in G and C major within a limited range.
- demonstrate the ability to play legato and staccato bow strokes, slur 2 and 3 notes, and pizzicato.
- perform a solo.
- play by ear, in a key appropriate for the instrument, melodies they have sung in music class.

Essential Questions

- What are the basic elements of music reading?
- What are proper practicing techniques?
- What is proper rehearsal technique?

Assessments

Common Assessments

- Progress Report - January

Skill Assessments

- Written String Test for Grade 4
- Playing Test Grade 4

<ul style="list-style-type: none"> improvise and compose simple melodies in D major. 		
<p>Content Topics</p> <ul style="list-style-type: none"> I. Executive Skills II. Tone Quality III. Bowing IV. Rhythms and Time Signatures V. Scales and Finger Patterns VI. Performance 	<p>Standards</p> <p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History and Cultures</i> 	<p>Grade Level Skills</p> <ul style="list-style-type: none"> • Fairfield Orchestra Skill Level I

Content Topic 1 – Executive Skills [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Topic Objectives

Students will:

- demonstrate proper posture and playing position.
- demonstrate Proper Right hand position.
- demonstrate proper rehearsal and performance procedures in ensemble playing.
- demonstrate effective practice habits.
- take proper care of their instruments.

Essential Questions

- What is proper practicing technique?
- What are proper rehearsal techniques?

Focus Questions

- What hand do you hold your instrument with?
- What hand do you hold your bow with?
- Which finger on the bow hold needs to be bent?
- Where should your thumb be on the bow?
- Should the left wrist be straight or bent?
- When practicing at home, what parts of the music should be practice more?
- In orchestra rehearsals, what should you do if the teacher is working with another section?
- Why is it necessary to release the tension on the bow?
- Should you leave your instrument at school overnight?
- Where are some places that you could safely store your instrument at home?
- What techniques should you practice at home?
- What is resting position?
- What is playing position?

Assessment

- Fundamental Executive Checklist by instrument

Skill Objectives

- Holding the Instrument
- Left Hand Instrument Position
- Right Hand Bow Position
- Care of Instrument
- Rest and Playing Positions

Content Topic 2 – Tone Quality [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Topic Objectives

Students will:

- draw a straight bow.
- be able to verbalize what a good tone quality is.
- demonstrate proper contact point between bridge and fingerboard.
- demonstrate even bow speed.
- produce a characteristic sound on instrument.
- use appropriate articulation techniques.

Essential Questions

- What are proper practicing techniques?
- What are proper rehearsal techniques?

Focus Questions

- What causes a scratchy sound?
- How do you move your bow to make a smooth sound?
- What do you do with your bow to make your instrument play loudly?
- What do you do with your bow to make your instrument play softly?
- Where do you place your bow on the string?

Assessments

- Tone Quality Checklist
- Progress Report

Skill Objective

Demonstrate:

- proper tone quality on the instrument through use of straight bow and proper bow contact and speed.

Content Topic 3 – Bowing [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Topic Objectives

Students will:

- demonstrate detache.
- demonstrate two-note and three note slurs.
- demonstrate bow lifts.
- demonstrate right hand pizzicato.
- demonstrate left hand pizzicato.
- imitate bowing patterns.

Essential Questions

- What are proper practicing techniques?
- What are proper rehearsal techniques?

Focus Questions

- Can pizzicato be done with both hands?
- What happens if the bow is pressed too hard?
- What are the least amount of notes in a slur?
- What happens if the bow is not pulled fast enough?
- How do you play detache?

Assessments

- Progress Report – January
- Bowing Checklist

Skill Objectives

Demonstrate:

- Straight bow
- Bowing in between fingerboard and bridge
- Bending elbow
- Proper use of bow
- Bow speed.
- Right and left hand pizzicato
- Two and three-note slurs

Content Topic 4 – Rhythms and Note Reading [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Composition

Students will compose and arrange music.

Students will create and arrange short songs and instrumental pieces within specified guidelines.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Connections

Students will make connections between music, other disciplines and daily life.

Students will identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

<p><u>Topic Objectives</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate and identify quarter, half, dotted half, whole, eighth notes and corresponding rests. • demonstrate the ability to recognize and perform various rhythm patterns. • demonstrate the ability to read and perform music. • read and perform music in the following time signatures: 2/4, 3/4, and 4/4 • identify symbols. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are the basic elements of music reading? • What are proper practicing techniques? • What is proper rehearsal technique? 	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Informal Observations • Note reading exams • Written Exam
	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • In the time signature, what does the top number mean? • How do 1/8, 1/4, 1/2, dotted 1/2, 4/4 notes and their corresponding rests look and sound differently in note reading? • Can you identify the notes on the lines and spaces of the staff in the D Major Scale? • How many quarter notes are in a whole note? • How many eighth notes are in a quarter note? • How many quarter notes are in a half note? 	<p><u>Skill Objectives</u> Demonstrate:</p> <ul style="list-style-type: none"> • Reading and playing Notes • Improving Playing through practicing • Successfully reading and playing rhythms

Content Topic 5 – Scales and Finger Patterns [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Evaluation

Students will evaluate music and music performances.

Students will:

- devise criteria for evaluating performances and compositions.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

<u>Topic Objectives</u> Students will: <ul style="list-style-type: none"> demonstrate G and D Major scales. demonstrate finger patterns for each scale (sharps and naturals). 	<u>Essential Questions</u> <ul style="list-style-type: none"> What are the basic elements of music reading? What are proper practicing techniques? What is proper rehearsal technique? 	<u>Assessments</u> <ul style="list-style-type: none"> Scale exams Observation
	<u>Focus Questions</u> <ul style="list-style-type: none"> What are the finger patterns for the D, G, and C Major Scales? Why does the orchestra warm up with a scale? How does your finger position change in the keys of D and G? What are the half and whole steps in each scale? What fingered notes can you use to check your pitch with the open strings? (for basses only) What is it called when you move your hand up the fingerboard? 	<u>Skill Objectives</u> Demonstrate: <ul style="list-style-type: none"> Playing C, G, and D Major scales Using Correct intonation and finger patterns

Content Topic 6 – Performance [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic and melodic ostinato accompaniments.
- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Evaluation

Students will evaluate music and music performances.

Students will:

- devise criteria for evaluating performances and compositions.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- identify similarities and differences in the meanings of common terms used in the various arts.
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- demonstrate audience behavior appropriate for the context and style of music performed.

Topic Objectives

Students will:

- apply individual instrumental skills and techniques to a varied repertoire of orchestra and solo literature.
- study and perform various repertoire and include genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty.
- demonstrate proper performance etiquette to include concert dress, behavior, and proper response to audience applause.
- learn and apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- perform in a Beginners February Concert.
- perform in the end of the year Spring Concert.
- listen to various student groups and solo performances (self and peer) throughout the year and evaluate and identify strengths and weaknesses.
- listen to and evaluate various recordings of groups and solo performances throughout the year.
- Improvise simple melodies on their instrument.
- compose simple melodies in D Major for their instrument

Essential Questions

- What are the basic elements of music reading?
- What are proper practicing techniques?
- What is proper rehearsal technique?

Focus Questions

- What are the articulations represented in each concert piece?
- During a concert, should you wave to your parents?
- What is traditionally appropriate for an orchestra to wear when performing in a concert?
- When an audience applauds after you perform a piece of music, what should you do?
- What can you learn by attending other concerts?
- When attending other concerts, what did you hear?
- When attending other concerts, what did you see?

Assessments

- Concert performance
- Concert performance checklist
- Aural assessments by peers.
- Aural assessments by teacher.

Skill Objectives

Demonstrate:

- individual instrumental skills and techniques to a varied repertoire of orchestra and solo literature.
- Through performance various repertoire including genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty.
- proper performance etiquette to include concert dress, behavior, and proper response to audience applause.
- the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- Active Listening
- Improvising simple melodies on their instrument.
- composing simple melodies in D Major for their instrument