

## Orchestra / Grade 4 / Unit 1

### Technique

Subject	Grade	Unit	Suggested Timeline
Orchestra	4	1- Technique	Ongoing

#### Grade Level Summary

The Elementary Orchestra program is comprised of beginners and second-year students in 4th and 5th grade. The program is divided into two important activities: lessons and full orchestra rehearsals. The lessons are small group instruction times scheduled in 25-minute segments, and the full orchestra rehearsals are for the entire group of musicians and are 30 minutes in length. Each student attends a lesson and a rehearsal during each six-day cycle.

#### Grade Level Units

##### Technique

Rhythm

Pitch

Balance/Blend

Tone Quality/Intonation

History/Culture

Form

Response to Music

#### Unit Title

Technique

#### Unit Overview

Technique in 4th grade orchestra encompasses the basic procedure taught when learning a string instrument.

#### Unit Essential Questions

How do I hold my instrument?

What does my right hand do?

How do I play different notes with my left hand?

How do I play different articulations with my bow?

#### Key Understandings

Playing/Rest Position

Pizzicato

Using the left hand

Bow Hold

Bow Movement

4th finger on left hand

Staccato

Tenuto

Ties

Slurs

Hooked Bowing

Low 2nd Fingers

Focus Standards Addressed in the Unit	
9.1.3.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.3.C	Recognize and use fundamental vocabulary within music.

Important Standards Addressed in the Unit	
9.1.3.G	Recognize the function of rehearsals and practice sessions
9.1.3.H	Handle materials, equipment and tools safely in performance spaces
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.

Misconceptions	Proper Conceptions
Students will struggle with the left hand set-up and the bow hold in the right hand.	Bow hold should not be gripped in a fist, and the left wrist should be straight with correct spacing in the left fingers.
Students will struggle with holding the instrument correctly	Good posture should never hurt. Encourage students to look at pictures in the book and watch the DVD for examples.
Students will have trouble moving the bow straight across the strings at first.	The right shoulder should never move when using the bow. The arm should bend from the middle and the wrist should guide the bow.
Students will struggle with slurs, hooked bowings, and staccato notes.	Slurs are not played faster than normal; hooked bowings should have a clear stop in between each note; staccato notes should not be thought of as short, but rather separated.
Students will confuse the low and high 2nd fingers (sharp/natural).	Make sure students understand the key signature and what the low and high 2nd finger notes are, so that they aren't guessing as to which kind of 2nd finger to use.
Students will confuse a tie with a slur	Ties connect two of the same note, while slurs connect two different notes

<b>Concepts</b> Instrument Hold Bow Hold R vs L hand functions Bowing Technique	<b>Competencies</b> Learn to hold chosen instrument and bow Learn how and where to place fingers of the left hand on the strings Learn what the right hand does without the bow Learn how to move the bow across the strings using various articulations	<b>Vocabulary</b> Scroll Peg Box Tuning Pegs Nut Neck Finger Board C-G-D-A-E strings Bridge F-hole Soundpost Fine Tuners Tailpiece Chinrest (violin/viola) Endpin (cello) Tip Frog Stick Winding Grip Ferrule Adjusting Screw Bow Hair Pizzicato Arco Up Bow Down Bow Bow Lift Articulation Tone Staccato Legato Tenuto Tie Slur Hooked Bowing Low 2 High 2
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#### **Assessments**

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Model various techniques on instrument for students to mimic
  - Ask leading questions about previously learned key concepts to tie into new concepts
  - Use appropriate recordings, pictures, and videos to demonstrate key concepts
  - Play along with students so that they have someone else to listen to as they are playing
  - Have students play alone to demonstrate their understanding of certain key concepts
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### **Differentiation:**

- Provide supplemental music for students in addition to the book
  - Use the DVD that accompanies the book for additional learning
  - Use resources such as flashcards and music websites for students to reinforce certain key concepts
  - Provide one-on-one instruction to students who seem to be struggling more than others
  - Give smaller, more directed practice assignments to students who are struggling with the normal assignments
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### **Interdisciplinary Connections:**

Counting- math

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### **Additional Resources:**

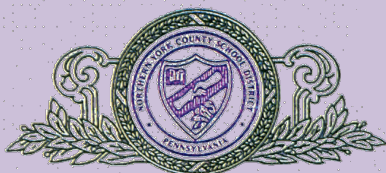
“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

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### **Created By:**

Courtney Durlin and Dorcas Eaken

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## Orchestra / Grade 4 / Unit 2

### Rhythm

<b>Subject</b> Orchestra	<b>Grade</b> 4	<b>Unit</b> 2- Rhythm	<b>Suggested Timeline</b> Ongoing
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#### Grade Level Units

Technique

**Rhythm**

Pitch

Balance/Blend

Tone Quality/Intonation

History/Culture

Form

Response to Music

#### Unit Title

Rhythm

#### Unit Overview

Rhythm in 4th grade orchestra encompasses the basic rhythmic notation that is encountered when learning a string instrument.

#### Unit Essential Questions

What is rhythm?

What rhythms will I need to know how to play?

How do I count rhythms?

How are rhythms notated on paper?

#### Key Understandings

Rhythmic notation

Keeping a steady beat

Keeping a steady tempo

Counting in 4/4, 2/4, and 3/4 meter signatures

Playing and counting different rhythms/rests

Playing rhythms at different tempos

#### Focus Standards Addressed in the Unit

<b>9.1.3.A</b>	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
<b>9.1.3.B</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within music.

#### Important Standards Addressed in the Unit

<b>9.1.3.G</b>	Recognize the function of rehearsals and practice sessions
<b>9.1.3.H</b>	Handle materials, equipment and tools safely in performance spaces
<b>9.3.3.F</b>	Know how to recognize and identify similar and different characteristics among

	works in the arts.
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<b>Misconceptions</b> Students will not understand the concept of keeping a steady beat while playing  Half notes and eighth notes turn into quarter notes when playing.	<b>Proper Conceptions</b> Counting and tapping their foot with the beat will fix beat issues  Subdividing the rhythm while playing to know how many counts each note receives.
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<b>Concepts</b> Music Notation Tempo/Beat Counting various rhythms	<b>Competencies</b> Learn how to read music in the correct clef Learn to differentiate between quarter notes, half notes, eighth notes, and dotted half notes Learn the various tempo alterations and how to play at different tempos	<b>Vocabulary</b> Time/Meter Signature Staff Bar line Measure Treble/Alto/Bass Clef Lines Spaces Pulse Beat Tempo Allegro Moderato Andante Subdivision Quarter Note Quarter Rest Half Note Half Rest Eighth Note Dotted Half Note
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#### **Assessments**

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

#### **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

- Model various techniques on instrument for students to mimic
- Ask leading questions about previously learned key concepts to tie into new concepts
- Use appropriate recordings, pictures, and videos to demonstrate key concepts
- Play along with students so that they have someone else to listen to as they are playing
- Have students play alone to demonstrate their understanding of certain key concepts

#### **Differentiation:**

- Provide supplemental music for students in addition to the book
- Use the DVD that accompanies the book for additional learning
- Use resources such as flashcards and music websites for students to reinforce certain key concepts
- Provide one-on-one instruction to students who seem to be struggling more than others

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-Give smaller, more directed practice assignments to students who are struggling with the normal assignments

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**Interdisciplinary Connections:**

Counting and Fractional meter signatures- Math

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**Additional Resources:**

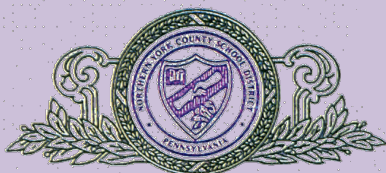
“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

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**Created By:**

Dorcas Eaken and Courtney Durlin

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## Orchestra / Grade 4 / Unit 3

Pitch

<b>Subject</b> Orchestra	<b>Grade</b> 4	<b>Unit</b> 3- Pitch	<b>Suggested Timeline</b> Ongoing
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### Grade Level Units

Technique

Rhythm

### Pitch

Balance/Blend

Tone Quality/Intonation

History/Culture

Form

Response to Music

### Unit Title

Pitch

### Unit Overview

Pitch in 4th grade orchestra encompasses the basic understanding of pitches and their sounds when learning a string instrument.

### Unit Essential Questions

What is pitch?

How are pitches organized on the music staff?

What pitches will I need to know how to play?

What is a key signature?

What is a scale and how do I play it?

What is a sharp note?

What is a natural note?

### Key Understandings

Basic Music Notation

Correct left-hand placement

Pitch alteration (natural, sharp, accidentals)

Pitch intervals

Key signature/scales

### Focus Standards Addressed in the Unit

<b>9.1.3.A</b>	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
<b>9.1.3.B</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within music.

### Important Standards Addressed in the Unit

<b>9.1.3.G</b>	Recognize the function of rehearsals and practice sessions
<b>9.1.3.H</b>	Handle materials, equipment and tools safely in performance spaces



9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.	
<b>Misconceptions</b> Students will not recognize when they are playing out of tune.  Students will not know where their fingers go on the fingerboard.  Students will not understand the key signature and what it means.  Students will not understand when to play low or high 2nd fingers.  Students will forget how to read pitches on the music staff.	<b>Proper Conceptions</b> Correct their pitch and finger position; make sure students’ fingers remain on the tapes.  Remind students to keep their fingers on the tapes and memorize what their hand feels like in the proper position.  Work with students to identify key signatures and how it relates to playing each exercise multiple times during the lesson.  Remind students of the practicality of reading and understanding the key signatures.  Go over the acronyms in place for each clef on the staff (Every Good Boy Does Fine/FACE; Good Boys Do Fine Always/FACE; Good Boys Do Fine Always/ACEG)	
<b>Concepts</b> Music Notation Intonation Key Signatures Matching pitch Note Intervals Scales	<b>Competencies</b> Learn how to read notes on the staff fluently Understand the concept of intonation and playing in tune Learn and understand the key of D, G, and C-major Learn how to hear a pitch and match it on chosen instrument Learn important note intervals and how to play a D, G, and C-major scale	<b>Vocabulary</b> Music Staff Lines/Spaces Treble/Alto/Bass Clef Intonation Sharp Natural Accidental Scale Intervals Unison Octave Chord Arpeggio Ledger Lines Half Step Whole Step

#### Assessments

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

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## **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Model various techniques on instrument for students to mimic
  - Ask leading questions about previously learned key concepts to tie into new concepts
  - Use appropriate recordings, pictures, and videos to demonstrate key concepts
  - Play along with students so that they have someone else to listen to as they are playing
  - Have students play alone to demonstrate their understanding of certain key concepts
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### **Differentiation:**

- Provide supplemental music for students in addition to the book
  - Use the DVD that accompanies the book for additional learning
  - Use resources such as flashcards and music websites for students to reinforce certain key concepts
  - Provide one-on-one instruction to students who seem to be struggling more than others
  - Give smaller, more directed practice assignments to students who are struggling with the normal assignments
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### **Interdisciplinary Connections:**

Intervals- Math

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### **Additional Resources:**

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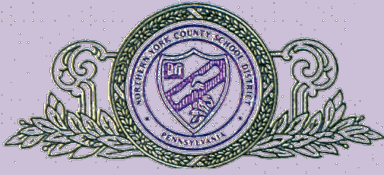
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### **Created By:**

Courtney Durlin and Dorcas Eaken

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## Orchestra / Grade 4 / Unit 4

Balance / Blend

Subject	Grade	Unit	Suggested Timeline
Orchestra	4	4- Balance/Blend	Ongoing

### Grade Level Summary

The Elementary Orchestra program is comprised of beginners and second-year students in 4th and 5th grade. The program is divided into two important activities: lessons and full orchestra rehearsals. The lessons are small group instruction times scheduled in 25-minute segments, and the full orchestra rehearsals are for the entire group of musicians and are 30 minutes in length. Each student attends a lesson and a rehearsal during each six-day cycle.

### Grade Level Units

Technique

Rhythm

Pitch

### Balance/Blend

Tone Quality/Intonation

History/Culture

Form

Response to Music

### Unit Title

Balance/Blend

### Unit Overview

Balance and Blend in 4th grade orchestra encompasses the basic understanding of learning how to sound like one unit when first playing in a group with other student musicians.

### Unit Essential Questions

What is balance?

What is blend?

What is an orchestra?

What is a conductor and how do I follow him/her?

How do I blend my sound with the rest of the orchestra?

How do I balance my part with the other parts in the orchestra?

What are dynamics and why are they important for balancing the sound in an orchestra?

### Key Understandings

Tone

Playing with dynamics

Melody and Harmony

Watching and following a conductor

Group performance

Parts of the orchestra

Focus Standards Addressed in the Unit	
9.1.3.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.3.C	Recognize and use fundamental vocabulary within music.

Important Standards Addressed in the Unit	
9.1.3.G	Recognize the function of rehearsals and practice sessions
9.1.3.H	Handle materials, equipment and tools safely in performance spaces
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.

Misconceptions	Proper Conceptions
Students won't understand how to follow a conductor.	Demonstrate the beat pattern and have students count while conducting.
Students won't be able to play the correct dynamics.	Remind students about bow pressure and what parts of the bow to use for certain dynamics.
Students will play too loudly when they don't have the melody.	Work on listening to various songs and picking out the melody.
Students won't understand how their part fits with the rest of the orchestra.	Allow students to hear each section of the orchestra individually while rehearsing.

Concepts	Competencies	Vocabulary
Playing as a group Executing dynamics Watching a conductor Playing different music parts Tone production	Learn what part of the bow to use when playing various dynamic levels Learn how to watch and follow a conductor Learn to listen to how parts fit together when playing in a group Learn what an orchestra is Learn how to produce a good sound on chosen instrument	Blend Balance Tone Upper Half Lower Half Middle Melody Harmony Dynamics Mezzo Forte (mf) Forte (f) Piano (p) Bowing lane Conductor Beat pattern Orchestra

#### Assessments

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given

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to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

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**Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

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- Model various techniques on instrument for students to mimic
  - Ask leading questions about previously learned key concepts to tie into new concepts
  - Use appropriate recordings, pictures, and videos to demonstrate key concepts
  - Play along with students so that they have someone else to listen to as they are playing
  - Have students play in smaller to demonstrate their understanding of balance and blend
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**Differentiation:**

- 
- Provide supplemental music for students in addition to the book
  - Use the DVD that accompanies the book for additional learning
  - Use resources such as flashcards and music websites for students to reinforce certain key concepts
  - Provide one-on-one instruction to students who seem to be struggling more than others
  - Give smaller, more directed practice assignments to students who are struggling with the normal assignments
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**Interdisciplinary Connections:**

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**Additional Resources:**

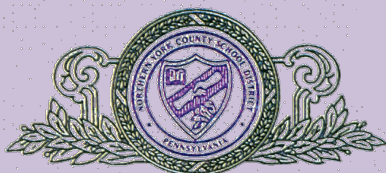
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**Created By:**

Courtney Durlin

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## Orchestra / Grade 4 / Unit 5

### Tone Quality / Intonation

<b>Subject</b> Orchestra	<b>Grade</b> 4	<b>Unit</b> 5- Tone Quality/Intonation	<b>Suggested Timeline</b> Ongoing
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#### Grade Level Units

Technique

Rhythm

Pitch

Balance/Blend

#### Tone Quality/Intonation

History/Culture

Form

Response to Music

#### Unit Title

Tone Quality/Intonation

#### Unit Overview

Tone quality and intonation in 4th grade orchestra encompasses and basic understanding of playing in tune while working to produce a sound that is characteristic of the chosen instrument.

#### Unit Essential Questions

What is tone?

How do I play with good tone on my instrument?

What is intonation?

How do I play in tune?

#### Key Understandings

Bow placement and movement

Bow speed and control

Precise finger placement

Matching pitch

Hearing and understanding intervals

#### Focus Standards Addressed in the Unit

<b>9.1.3.A</b>	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
<b>9.1.3.B</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within music.

#### Important Standards Addressed in the Unit

<b>9.1.3.G</b>	Recognize the function of rehearsals and practice sessions
<b>9.1.3.H</b>	Handle materials, equipment and tools safely in performance spaces
<b>9.3.3.F</b>	Know how to recognize and identify similar and different characteristics among

	works in the arts.
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<b>Misconceptions</b> Students will not recognize when they are playing out of tune.  Students will not know where their fingers go on the fingerboard.  Students won't understand how make a good sound on their instrument.	<b>Proper Conceptions</b> Correct their pitch and finger position; make sure students' fingers remain on the tapes.  Remind students to keep their fingers on the tapes and memorize what their hand feels like in the proper position.  Remind students where to place the bow on the strings and how to properly move and control the bow.
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<b>Concepts</b> Playing in tune Bow placement Bow control/division Pitch matching Bow movement Bow pressure	<b>Competencies</b> Students will know exactly where to place fingers on the fingerboard. Understand intervals and what they should sound like. Students will know what a scale sounds like. Students will be able to hear a pitch and match it by placing fingers in the correct position. Know the different segments of the bow and what kind of a sound each segment produces. Understand how bow pressure and speed affects tone. Control the bow and divide it evenly, especially when playing longer notes.	<b>Vocabulary</b> Tone Upper Half Lower Half Middle Bow Speed Bow control Intonation Half Step Whole Step Pitch Sharp Natural Accidental Unison Octave Scale
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#### Assessments

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

- Model various techniques on instrument for students to mimic
- Ask leading questions about previously learned key concepts to tie into new concepts
- Use appropriate recordings, pictures, and videos to demonstrate key concepts
- Play along with students so that they have someone else to listen to as they are playing
- Have students play in smaller groups to demonstrate their understanding of balance and blend

#### Differentiation:

- Provide supplemental music for students in addition to the book
- Use the DVD that accompanies the book for additional learning
- Use resources such as flashcards and music websites for students to reinforce certain key concepts

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- Provide one-on-one instruction to students who seem to be struggling more than others
  - Give smaller, more directed practice assignments to students who are struggling with the normal assignments
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**Interdisciplinary Connections:**

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**Additional Resources:**

“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

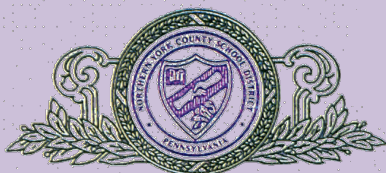
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Courtney Durlin

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## Orchestra / Grade 4 / Unit 6

### History / Culture

**Subject**  
Orchestra

**Grade**  
4

**Unit**  
6- History/Culture

**Suggested Timeline**  
Ongoing

#### Grade Level Summary

The Elementary Orchestra program is comprised of beginners and second-year students in 4th and 5th grade. The program is divided into two important activities: lessons and full orchestra rehearsals. The lessons are small group instruction times scheduled in 25-minute segments, and the full orchestra rehearsals are for the entire group of musicians and are 30 minutes in length. Each student attends a lesson and a rehearsal during each six-day cycle.

#### Grade Level Units

Technique

Rhythm

Pitch

Balance/Blend

Tone Quality/Intonation

#### History/Culture

Form

Response to Music

#### Unit Title

History/Culture

#### Unit Overview

History and culture in 4th grade orchestra encompasses a basic recognition and knowledge of well-known composers and musical time periods (i.e. Mozart, Beethoven, Haydn, classical, romantic, etc.)

#### Unit Essential Questions

What is a composer?

When was the Baroque era and who are some famous composers?

When was the Classical era and who are some famous composers?

When was the Romantic era and who are some famous composers?

What are some famous pieces from each era?

#### Key Understandings

Learn what a composer is

Characteristics and famous composers of the Baroque, Classical, and Romantic era

Listen to and identify key characteristics from pieces from each era

Focus Standards Addressed in the Unit	
9.2.3.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.3.B	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.3.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Important Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within music.
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.
9.1.3.F	Identify works of others through a performance or exhibition

<b>Misconceptions</b> Students will confuse the characteristics of each time period.  Students will forget names of composers.		<b>Proper Conceptions</b> Inform students of the musical era/period the song was written in and listen for distinct characteristics.  Point out where to locate the names of composers on a piece of music.
<b>Concepts</b> Basic music history Musical eras/periods Famous composers Play familiar songs by famous composers	<b>Competencies</b> Learn what a composer is Characteristics of the Baroque, Classical, and Romantic era Listen to and identify key characteristics from pieces from each era Recognize the names of famous composers from each era Play songs from each era composed by Beethoven, Bach, Mozart, and Offenbach	<b>Vocabulary</b> Composer Wolfgang Amadeus Mozart Jaques Offenbach Romantic era Franz Liszt Felix Mendelssohn Johann Sebastian Bach Baroque era Beethoven Classical era

#### Assessments

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Questioning-** Ask students questions to test their knowledge of certain composers/time periods

#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

Ask leading questions about previously learned key concepts to tie into new concepts  
 -Use appropriate recordings, pictures, and videos to demonstrate key concepts

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**Differentiation:**

Provide supplemental music for students in addition to the book

- Use the DVD that accompanies the book for additional learning

- Use resources such as flashcards and music websites for students to reinforce certain key concepts

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**Interdisciplinary Connections:**

Music History- World History/Social Studies

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**Additional Resources:**

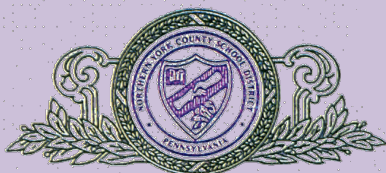
“ASTA String Curriculum” Stephen J. Benham et. al

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**Created By:**

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## Orchestra / Grade 4 / Unit 7

Form

<b>Subject</b> Orchestra	<b>Grade</b> 4	<b>Unit</b> 7- Form	<b>Suggested Timeline</b> Ongoing
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### Grade Level Units

Technique

Rhythm

Pitch

Balance/Blend

Tone Quality/Intonation

History/Culture

### Form

Response to Music

### Unit Title

Form

### Unit Overview

Form in 4th grade orchestra encompasses a basic understanding of how music is read, as well as recognizing and playing music with basic repeats and endings.

### Unit Essential Questions

What is form?

What is the difference between a round and a duet?

What is a theme in music?

What is a repeat and how is it executed?

How do I play 1st and 2nd endings?

How do I play a piece with a D.C. al Fine? What does it mean?

What are a concerto and a minuet?

### Key Understandings

Various musical forms and how to play them

Following repeats and different endings in music

### Focus Standards Addressed in the Unit

<b>9.1.3.A</b>	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
<b>9.1.3.B</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within music.
<b>9.1.3.F</b>	Identify works of others through a performance or exhibition

Important Standards Addressed in the Unit	
9.1.3.G	Recognize the function of rehearsals and practice sessions
9.1.3.H	Handle materials, equipment and tools safely in performance spaces
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.
9.2.3.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.3.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Misconceptions	Proper Conceptions
Students will confuse the various forms of music.	Remind them about the forms as they are playing.
Students will forget repeats in music.	Have students circle any repeats that they are missing consistently.
Students will forget about endings and signs in music.	Remind students what the “musical road map” is before they play a song.

Concepts	Competencies	Vocabulary
Basic music forms Repeats and endings	Learn to play repeats and endings in music Play duets and rounds with peers Learn what a concerto and a minuet is, and play excerpts from each Learn what a composition is and make a small one in the lesson book Learn what a theme is and how to identify it	Theme Composition Repeat 1st and 2nd endings Round Duet D.C. Al Fine Fine Double bar line Minuet Concerto

#### Assessments

**Practicing-** Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

**Spring Concert-** 4th grade students will participate in a Spring Concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

#### Suggested Strategies to Support Design of Coherent Instruction

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

- Model various techniques on instrument for students to mimic
- Ask leading questions about previously learned key concepts to tie into new concepts
- Use appropriate recordings, pictures, and videos to demonstrate key concepts
- Play along with students so that they have someone else to listen to as they are playing
- Have students play alone to demonstrate their understanding of certain key concepts

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**Differentiation:**

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Provide supplemental music for students in addition to the book

- Use the DVD that accompanies the book for additional learning
- Use resources such as flashcards and music websites for students to reinforce certain key concepts
- Provide one-on-one instruction to students who seem to be struggling more than others
- Give smaller, more directed practice assignments to students who are struggling with the normal assignments

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**Interdisciplinary Connections:**

Musical Form- Sentence structure and form in grammar/English

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**Additional Resources:**

“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

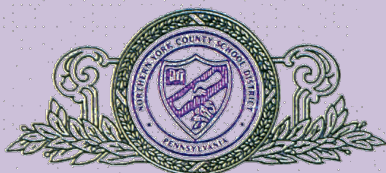
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## Orchestra / Grade 4 / Unit 8

### Response to Music

Subject	Grade	Unit	Suggested Timeline
Orchestra	4	8- Response to Music	Ongoing

#### Grade Level Summary

The Elementary Orchestra program is comprised of beginners and second-year students in 4th and 5th grade. The program is divided into two important activities: lessons and full orchestra rehearsals. The lessons are small group instruction times scheduled in 25-minute segments, and the full orchestra rehearsals are for the entire group of musicians and are 30 minutes in length. Each student attends a lesson and a rehearsal during each six-day cycle.

#### Grade Level Units

Technique

Rhythm

Pitch

Balance/Blend

Tone Quality/Intonation

History/Culture

Form

#### Response to Music

#### Unit Title

Response to Music

#### Unit Overview

Response to music in 4th grade orchestra encompasses the basic understanding and ability to critique an individual and group musical performance.

#### Unit Essential Questions

What is critiquing?

What terms should I understand and use when critiquing?

What should be my main focus areas when critiquing music?

#### Key Understandings

Students should understand what the term “critique” means.

Know what specific areas they should critique while listening/playing.

#### Focus Standards Addressed in the Unit

##### 9.3.3.A

Recognize critical processes used in the examination of works in music-compare/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments

##### 9.3.3.B

Know that works in the arts can be described by using the arts elements, principles, and concepts

##### 9.3.3.F

Know how to recognize and identify similar and different characteristics among works in the arts

#### Important Standards Addressed in the Unit

<b>9.1.3.C</b>	Recognize and use fundamental vocabulary within music.
<b>9.1.3.F</b>	Identify works of others through a performance or exhibition

<b>Misconceptions</b> Students may think that critiquing means to point out only the bad aspects of the performance.  Students may think that their answers are wrong.  Students are likely to forget the key areas that they should be listening for when critiquing.	<b>Proper Conceptions</b> Make sure students understand that critiquing also includes praising the performance.  There is no incorrect answer in a critique.  Have a list available of all criteria used to critique music.
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<b>Concepts</b> Critique Basic elements of music Give feedback Observe/listen to various groups	<b>Competencies</b> Students understand terms/symbols found in the music, in order to enhance their feedback. Students will be able to verbally assess a performance using given criteria. Students become accustomed to listening intently as they play, as well as when they listen to music. Students are forming their own ideas and thinking independently.	<b>Vocabulary</b> Critique Assess Feedback Dynamics Intonation Balance Blend Beat Tempo Rhythm
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#### **Assessments**

**Post-concert critique-** students should hand in a critique of at least 2 paragraphs indicating what was good and bad about the spring concert performance.

#### **Suggested Strategies to Support Design of Coherent Instruction**

*Charlotte Danielson's Framework for Teaching: Domain 3 Instruction*

- Provide a sample critique of a concert/performance
- Practice critiquing other performances in class
- Ask leading questions to help students think outside of the box

#### **Differentiation:**

- Give a shorter list of criteria to critique for students who may be struggling
- Allow students to verbalize their critique rather than write it if necessary
- Provide students with more opportunities to practice their critiquing during small group lessons

#### **Interdisciplinary Connections:**

Critique paper- Writing, Language Arts  
Critical thinking- Reading

#### **Additional Resources:**

“ASTA String Curriculum” Stephen J. Benham et. al

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