

Course Title – String Ensemble

Implement start year – 2018-2019

Revision Committee Members –

Mitchell Stowman, mstowman@lrhsd.org, ext. 2281

Doug Barber, dbarber@lrhsd.org, ext 6636

Unit # 1 – Instrumental Techniques

Transfer Goal –

Students will be able to independently use their learning to perform with advanced instrumental techniques.

Stage 1 – Desired Results

Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Indicator documentation.

1.1
Standard.
12.
Grade.
B.
Strand.
.1
Indicator.

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

proper posture and technique affect the accuracy and musicality of individual and group performances.

EU 2

a proper bow hold and specific bowing techniques are needed to perform music of all genres and historical periods.

EU 3

shifting to advanced hand positions extends the range of the instrument and increases the facility of playing fast passages.

EU 4

the use of vibrato enhances the tone and quality of musical expression during performances.

EU 5

efficiency during personal practice extends the range of the instrumentalist and increases the facility of playing musical passages.

Essential Questions:

EU 1

- How does correct posture and instrument position change the sound of the String Ensemble?
- How does the method of holding the instrument correctly impact fingering technique?

EU 2

- How do bowing techniques define a musical period?
- How does the bow hold and the bow arm work together to create different bowing techniques?

EU 3

- How do you determine when shifting is appropriate in a higher passage?

EU 4

- How does the use of vibrato change the sound of the orchestra?
- How do you decide which type of vibrato should be used?
- How should you adapt your vibrato to pieces of different styles and time periods?

EU 5

- What constitutes efficient practice?
- How much practice is enough?
- Why is extended range and increased facility important?

Knowledge:

Students will know . . .

EU 1

- the correct posture of the instrumentalist and the proper use of the left hand when fingering notes.

EU2

- the proper bow hold and various bowing techniques including detache, legato, staccato, spicatto, ricochet, slurs, and hooked bows.

EU 3

- the full range of their instrument.
- various left hand positions.

EU 4

- the proper movement of the arm, wrist, hand and fingers when playing vibrato.

EU 5

- various practice techniques.
- the value of slow practice and practicing with a metronome.

Skills:

Students will be able to . . .

EU 1

- sit up straight when playing and hold the instrument correctly.

EU 2

- demonstrate the correct bow hold.
- execute various bowings.

EU 3

- utilize shifting to span the entire range of the instrument.

EU 4

- produce ideal tone quality through correct bow speed, weight, and pressure.
- identify and apply the tone quality of various artists in performance.
- use vibrato to enhance the ensemble sound.

EU 5

- practice independently to learn new skills and refine previously learned techniques.
- practice independently with a metronome at a slow tempo.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- Performance quizzes
- Daily tuning of ensemble
- Peer critique
- Live performances

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Demonstration of proper performance posture (A)
- Model of proper hand technique (A)
- Model various articulations (A)
- Listen to examples of professional musicians (A, M)
- Exploration of environmental effects on the tuning process (M)
- Identify and discuss various articulations within professional recordings (M)
- Create a visual representation of various articulations (M)
- Perform required literature with good intonation, tone quality, correct articulations and proper fingering technique (T)