

# Unit 3: 2nd String Copied from: Beginner Strings 9-12, Copied on: 02/21/22

Content Area: **Music**  
Course(s): **Sample Course, Beginner Strings**  
Time Period: **September**  
Length: **5 Days, Grades 9-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

**2nd String**

**9-12**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved: August 22, 2016

## **Unit Overview**

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This unit will present the students with the notes on the 2nd string of their instrument and where to place their fingers on the string for accurate performance.

## **NJSLS**

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|----------------|--|
| VPA.1.3.12.B.1 | Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. |
| VPA.1.3.12.B.2 | Analyze how the elements of music are manipulated in original or prepared musical scores.  |
| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.           |
| VPA.1.3.12.B.4 | Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.                                    |

## **Exit Skills**

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By the end of this unit the students should be able to:

- Use rhythmic comprehension in syllabic sounding or words.
- Decode symbols used in specific context
- Use critical thinking skills in other subjects
- Compare song structure to sentence structure
- Apply creative thinking and analyzing skills to other subjects

## **Enduring Understanding**

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- Music is reflective of the culture(s) that created it.
- Music is always present in the surrounding world.
- Music is a form of communication
- Music is a vehicle of personal expression, style, and taste.
- Music is a language with its own syntax, structure, and rules.
- The creation of music fosters critical thinking.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves
- Critique is essential to the music making process
- Performance skills are both physical and mental.

## **Essential Questions**

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- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?
- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?

- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?
- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?
- What is the importance of being able to reach and comprehend music as a musician?

## Learning Objectives

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**By the end of this unit the students should be able to:**

- Count and interpret the aspects of rhythm
- Define Harmony
- Describe Musical Form
- Read and interpret notes on the lines and spaces of the appropriate musical staff (violin: treble clef staff, viola: alto clef staff, cello: bass clef staff)
- Interpret the meaning of music
- Read music for their instrument
- Use pneumatic devices to memorize the notes of the lines and spaces
- Identify all the parts of their instrument and bow
- Identify various time signatures and rhythmic markings
- Transfer knowledge of music theory to learning a musical instrument

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

| Remember | Understand  | Apply      | Analyze       | Evaluate  | Create      |
|----------|-------------|------------|---------------|-----------|-------------|
| Choose   | Classify    | Choose     | Categorize    | Appraise  | Combine     |
| Describe | Defend      | Dramatize  | Classify      | Judge     | Compose     |
| Define   | Demonstrate | Explain    | Compare       | Criticize | Construct   |
| Label    | Distinguish | Generalize | Differentiate | Defend    | Design      |
| List     | Explain     | Judge      | Distinguish   | Compare   | Develop     |
| Locate   | Express     | Organize   | Identify      | Assess    | Formulate   |
| Match    | Extend      | Paint      | Infer         | Conclude  | Hypothesize |

|           |               |             |              |           |             |
|-----------|---------------|-------------|--------------|-----------|-------------|
| Memorize  | Give Examples | Prepare     | Point out    | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select       | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide    | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey       | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange      | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown    | Measure   | Produce     |
| Count     | Match         | Use         | Combine      | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect       | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram      | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate   |           | Integrate   |
| Recall    | Select        | Complete    | Outline      |           | Prescribe   |
| Recognize | Show          | Compute     | Point out    |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate     |           | Reconstruct |
| Reproduce | Tell          | Divide      |              |           | Revise      |
|           | Translate     | Examine     |              |           | Rewrite     |
|           | Associate     | Graph       |              |           | Transform   |
|           | Compute       | Interpolate |              |           |             |
|           | Convert       | Manipulate  |              |           |             |
|           | Discuss       | Modify      |              |           |             |
|           | Estimate      | Operate     |              |           |             |
|           | Extrapolate   | Subtract    |              |           |             |
|           | Generalize    |             |              |           |             |
|           | Predict       |             |              |           |             |



## Interdisciplinary Connections

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|----------------|--|
| LA.RST.9-10.3  | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.    |
| LA.RST.9-10.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  |
| LA.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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Digital recordings





necessary.

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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- Common benchmarks
- Compare & Contrast
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Explaining
- Quizzes
- Self- assessments
- Teacher Observation Checklist

## **Primary Resources**

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Instruments

Orchestra Expressions (Book and CD)

## **Ancillary Resources**

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Digital recordings

Various sheet music

## **Sample Lesson**

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

