

Unit 01: Proper Playing Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

Students will develop effective technique on their instruments with regard to posture, playing position, left-hand technique, right-hand technique and position, bow placement, and bow contact (pressure and speed) with the string. These skills are essential to the students' success on their instrument, and will lead to further musical development.

Transfer

Essential Questions

- • How does proper playing technique affect performance?
- • How does the development of proper playing technique influence the learning of other skills?
- • How does the proper playing technique affect intonation and tone?

Essential Understandings

- • developing technique enhances the orchestral experience.
- • proper technique facilitates good performance.
- • the ability to achieve good tone, and intonation enhances the performance of both the individual player and the ensemble.

Students Will Know

- • how to adjust the pitch to improve tone and intonation.
- • how to interpret and execute musical symbols (such as articulations) relating to their performance of their instrument.
- • proper bow technique and how it relates to tone and intonation.
- • proper posture and hand position for their instrument.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • demonstrate understanding of playing techniques through formal and informal performances.
- • demonstrate understanding through class discussion.

Learning Plan

- • Articulations: staccato, legato, accents, detache, marcato, slur two notes (level I); tremolo, slur 3 and 4 notes, tenuto, 2-3 articulations in the same bow direction, long legato bowing throughout, down-up-up-up slur, slurring and changing string at the same time, loure, hooked bowings, three changes of bow speed within the same measure, brush stroke, slurs one measure in length, repeated 2-3 down bow strokes, martele (level II); spiccato, gigue bowing, 8 or more notes slurred, coupling 2-3 articulations in the same bow direction, rapid slur groupings, slurs 2 or more measures long, metered tremolo (level III).
- • Left-Hand: two patterns predominate 1 2 3 4 and 1 2 3 4 (level I); arpeggios, frequently changing finger patterns, whole tone, chromatic passages, double stops, grace notes (level II); vibrato control in slow tempos, rapid slur groupings, Baroque – complex figuration in slow movements, 3-note chords (level III).
- • Positions: first position (level I); first and third position (level II); first, third, second, fourth and fifth positions (level III).
- • Preview the essential questions and connect to learning throughout the unit.
- • Right-Hand: right and left-hand pizzicato (level I); repeated triplets, tremolo, col legno (level II); rapid passages with constantly changing finger and bowing patterns, wide string crossings (level III).
- • Students demonstrate increased facility in the areas of fingerings, shifting, vibrato, extensions, tone production, intonation, and articulations (level III).
- • Teacher introduces some alternate fingerings, third finger extensions, forward/backward extensions (level II).
- • Teacher models proper posture, hand position, bow placement, tone production, finger placement, articulations, and movement. Students demonstrate a basic understanding of these components of proper sound production (level I).

Materials

Suggested Strategies for Modifications
