Unit 01: Proper Playing Technique

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

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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 23 4 and 12 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