Unit 1: Maintenance, Instrument & Bow Holds, Tone Production Weeks 1-36

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Instrument maintenance, hold, and tone production techniques are prerequisite skills for achieving proficiency on one's instrument. This unit cultivates healthy habits that support students as instrumentalists.

Enduring Understanding:

- A good instrument hold can improve efficiency and agility
- Consistent, proper maintenance can improve the longevity of the instrument
- A good bow hold improves the ability to play a variety of articulations
- Good tone production is accomplished with a balance of bow speed and pressure
- Each sounding point has a specific tonal characteristic

ESSENTIAL QUESTIONS

- What is the function of the right hand versus left hand?
- How is good tone production accomplished and maintained?
- How do I keep my instrument performance-ready?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Music

1.3A.8.Pr6b:
Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate

for venue, purpose, context, and style.

National Association for Music Education (NAfME) - Music Ensemble - Novice

MU:Cr2.1.E.5a
Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr3.2.E.5a
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.
MU:Pr5.3.E.5a
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MUSC.5.MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MUSC.5.MU:Cr3.2.E.5a	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.
MUSC.5.MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.CS	Computing Systems

CS.9-12.8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
	A computing system is composed of software and hardware.

PRE-ASSESSMENTS

CMS_Orchestra_6th_Grade_Unit_1_Pre-_and_Post-Test.docx

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	• Identify proper instrument and bow holds • Avoid playing with pain • Play with consistent tone • Identify technique that supports agility
Student Learning Strategies	• Strictly Strings lessons pp. 1-7 • Student / teacher modeling • Peer teaching
Success Criteria	• Students can articulate proper technique • Students can demonstrate proper technique • Students can identify points of fault in response to poor models
Formative Assessment (drives instructional decisions)	• Teacher observation • Student responses • Google Classroom responses

Activities and Resources	"Bow Grip." *Violinmasterclass*, Virtuous Moments LLC, violinmasterclass.com/en/masterclasses/right-hand/bow-grip. - Dillon, Jacquelyn. *Strictly Strings, Book 1*. Alfred Pub Co, 1992. "Finger Dropping and Lifting." *Violinmasterclass*, Virtuous Moments LLC, violinmasterclass.com/en/masterclasses/left-hand/finger-dropping-and-lifting. "Shar Music Instrument Care and Maintenance." *SHAR Music*, www.sharmusic.com/Pages/How-To/Instrument-Care-and-Maintenance/. "Stance & Violin Position." *Violinmasterclass*, Virtuous Moments LLC, violinmasterclass.com/en/masterclasses/stance-violin-position. - Youtube.com
Suggested Modifications	**English Language Learners** **Native language support:** The teacher provides auditory or written content to students in their native language. **Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas and speaking more slowly. **Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. **Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students. **Special Education Students** **Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded

easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and

modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them

A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

Concert Reflection

Concert Repertoire Rubric

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

The process of measuring and interpreting subdivided units of rhythm are highly reflective of the skills exercised within math courses, fractions specifically. A scientific perspective is also within the scope of music ensembles as we investigate the auditory process.