Unit 1: Technique Weeks 1-36

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

UNIT RATIONALE

A unit dedicated to the exclusive goal of improving technique facilitates long-term performance efficiency. As students progress, advanced technique supports engagement with advanced orchestral literature.

ESSENTIAL QUESTIONS

- How can good technique improve my playing?
- What function does the right wrist play in the bow stroke?
- How does the left hand and wrist placement affect agility?

STANDARDS

CS.6-8.AP	Algorithms & Programming
	Control structures are selected and combined in programs to solve more complex problems.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

National Core Arts - Grade 8 - General Music

MU:Pr4.1.8
Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
MU:Pr5.1.8.a
Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

New Jersey Core Curriculum - Grade 8 - Visual and Performing Arts

1.3.8.B.4
Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
MUSC.8.MU:Pr4.1.8.a	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
MUSC.8.MU:Pr5.1.8.a	Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.CS.2	Model interactions between application software, system software, and hardware.

PRE-ASSESSMENTS
CMS_Orchestra_7th_8th_Grade_Unit_1_Pre-_and_Post-Test.docx

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to…)	• Students will demonstrate proper shifting technique • Students will demonstrate proper left hand and wrist placement • Students will identify proper left thumb position • Students will perform the CM and GM scales in three octaves • Students will demonstrate the detache bow stroke • Students will demonstrate the staccato bow stroke • Students will demonstrate the spiccato bow stroke • Students will perform bow lifts • Students will demonstrate extended positions • Students will perform with up to four notes per bow stroke
Student Learning Strategies	• Group warm ups • Modeling • Independent practice • Guided listening • Lecture • Guest artists • SHAR Music tutorials • Advanced Technique 3 octave scales (CM and GM) • Advanced Technique I, III, and IV positions • Advanced Technique style studies • Strictly Strings assignments • Independent practice • Group rehearsal • Edmodo activities • Flipgrid activities
Success Criteria	• Students can associate efficiency and agility with proper technique • Students can associate points of failure with specific poor technique • Students can describe the role of the placement and shape of the left hand and wrist in agility
Formative Assessment (drives instructional decisions)	• Recording assignments • Teacher performance observation

	- Edmodo responses - Flipgrid responses - Self-assessments - Peer-assessments - Guided listening responses
Activities and Resources	- Allen, Michael, et al. *Advanced Technique for Strings Technique and Style Studies for String Orchestra.* H. Leonard, 2004. - Dillon, Jacquelyn. Strictly Strings, Book 1. Alfred Pub Co, 1992. - Edmodo.com - Flipgrid.com - Violinmasterclass.com - 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

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.

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.

| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |