

Unit 04: Technique

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

Standards Alignment

New Jersey Student Learning Standards

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|---------------|---|
| VPA.1.1.8.B | Music |
| VPA.1.1.8.B.1 | Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. |
| VPA.1.1.8.B.2 | Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. |
| VPA.1.3.8.B | Music |
| VPA.1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| VPA.1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. |
| VPA.1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |

Integration of Career Readiness, Life Literacies and Key Skills

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|----------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

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|----------------|--|
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.8.D.4 | Assess the credibility and accuracy of digital content. |
| TECH.8.1.8.D.5 | Understand appropriate uses for social media and the negative consequences of misuse. |

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

| | |
|-------------------|--|
| LA.RL.6 | Reading Literature Text |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.RL.6.8 | (Not applicable to literature) |
| LA.RI.6 | Reading Informational Text Key Ideas and Details |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.K-12.NJSLSA.W | Writing |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Text Types and Purposes |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.6.1.D | Establish and maintain a formal/academic style, approach, and form. |

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

A unit dedicated to the exclusive goal of improving technique facilitates long-term performance efficiency. It allows the opportunity to break bad habits and to cultivate efficient technique that supports steady progression.

Meaning

Essential Questions

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?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Good technique supports efficiency and agility
- A locked right wrist impedes clean tone production
- The placement and shape of the left hand and wrist can either facilitate or hinder agility

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Shifting
- Extended ranges
- Extended positions
- Thumb position
- Ionian scales
- Hooked bowing
- Half position
- Two-note slurs
- Three-note slurs
- Bow lift/reset
- Four-note slurs
- Pizzicato

Skills

Skills

Student will be skilled at ...

- 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

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- 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

Formative Assessment Strategies

Formative Assessment Strategies

- Recording assignments
- Teacher performance observation
- Edmodo responses
- Flipgrid responses
- Self-assessments
- Peer-assessments
- Guided listening responses

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- 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

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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.