

CURRICULUM MAP

Music Performance - Strings

Grade Level: 4

| SEPT-JAN | (cont'd) | JAN-JUNE | (cont'd) |
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| <ul style="list-style-type: none"> ● Understand and identify instrument components and equipment ● Demonstrate proper care and assembly of instrument and bow ● Demonstrate basic posture and instrument hold ● Demonstrate tone quality with bow: <ul style="list-style-type: none"> ○ Apply rosin to the bow adequately and demonstrate correct tension ○ Draw the bow straight with: <ul style="list-style-type: none"> ▪ Proper contact point ▪ Good bow speed ▪ Good arm weight ▪ Adequate left-hand and finger weight ● Demonstrate articulations: <ul style="list-style-type: none"> ○ <i>Detache</i> bowing ○ Right hand <i>pizzicato</i> ○ Rhythmic bow patterns | <ul style="list-style-type: none"> ● Demonstrate right-hand technique <ul style="list-style-type: none"> ○ Play D Major Scale ● Demonstrate aural skills and rote work <ul style="list-style-type: none"> ○ Imitate simple rhythmic and melodic patterns ○ Imitate bow motions ● Perform unison and/or 2 part harmony repertoire ● Demonstrate notation and vocabulary <ul style="list-style-type: none"> ○ Identify notes and instructions as found in assigned music ○ Identify and play the following note/rest values: quarter, half, dotted half, and whole ○ Name lines and spaces ● Sound Innovations: <ul style="list-style-type: none"> ○ Complete, p.11 | <ul style="list-style-type: none"> ● Demonstrate advanced posture and instrument hold ● Demonstrate tone quality with bow: <ul style="list-style-type: none"> ○ Apply rosin to the bow adequately and demonstrate correct tension ○ Draw the bow straight with: <ul style="list-style-type: none"> ▪ Proper contact point ▪ Good bow speed ▪ Good arm weight ▪ Adequate left-hand and finger weight ● Demonstrate articulations: <ul style="list-style-type: none"> ○ <i>Detache</i> bowing ○ Right hand <i>pizzicato</i> ○ Rhythmic bow patterns ● Introduction to: <ul style="list-style-type: none"> ○ Two note slurs and ties ○ Bow lifts, up and down ● Demonstrate right-hand technique <ul style="list-style-type: none"> ○ Play open string scales and music with the following patterns <ul style="list-style-type: none"> ▪ Vln/Vla: 0 1 2 3 4 and (Intro 0 1 2 3 4) ▪ cello: 0 1 3 4 and (Intro 0 1 2 4) ▪ bass: 0 1 2 4 | <ul style="list-style-type: none"> ● Discriminate and demonstrate half steps and whole steps ● Demonstrate aural skills and rote work <ul style="list-style-type: none"> ○ Imitate simple rhythmic and melodic patterns ○ Imitate bow motions ● Demonstrate notation and vocabulary <ul style="list-style-type: none"> ○ Identify notes and instructions as found in assigned music ○ Identify and play the following note/rest values: quarter, half, dotted half, and whole ○ Name lines and spaces ○ Identify and perform simple dynamics ● Perform melody/harmony in 2-4 part musical repertoire ● Sight-read simple examples in common time and $\frac{3}{4}$ time ● Sound Innovations: <ul style="list-style-type: none"> ○ Complete Level 1, p.20 ● NYSSMA Level .5 - 1 |

Grade Level: 5

| First Half | continued | Second Half | continued |
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| <p>Posture</p> <ul style="list-style-type: none"> - Bow hold: thumb inside, correct pinky placement - Correct instrument placement on shoulder (violin/viola) or with respect to body (cello/bass) <p>Tone Production</p> <ul style="list-style-type: none"> - Perform with consistent clear tone on D and A strings <p>Bowings and Articulations</p> <ul style="list-style-type: none"> - Staccato/Legato - Bow lifts <p>Bow Technique</p> <ul style="list-style-type: none"> - Frog/Tip - Weight and distribution for piano, mezzo forte, forte - Correct placement on all four strings <p>Note Reading</p> <ul style="list-style-type: none"> - D and A string (bass G) - Introduce G (bass A) <p>Scales</p> <ul style="list-style-type: none"> - Violin: D, A, G - Viola: D, G, C - Cello: D, G, C - Bass: D, A | <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Demonstrate correct finger position and placement on all four strings - Consistent intonation on D and A strings <p>Notation and vocabulary</p> <ul style="list-style-type: none"> - Identify instructions in music - Note values: quarter, half, whole, eighth - Repeats <p>Listening</p> <ul style="list-style-type: none"> - Identify same/different, higher/lower (intervals greater than a 5th) - Imitate rhythmic patterns on single notes - Identify open strings by sound <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 1 (D major, 4/4 time, quarter notes) <p>Technology</p> <ul style="list-style-type: none"> - Use of Google Classroom, Sight Reading Factory - Students will use programs in class | <p>Tone Production</p> <ul style="list-style-type: none"> - Perform with consistent clear tone on all four strings <p>Bowings and Articulations</p> <ul style="list-style-type: none"> - Slurs and ties <p>Bow Technique</p> <ul style="list-style-type: none"> - Weight and distribution, continued <p>Note Reading</p> <ul style="list-style-type: none"> - Note reading on three strings - C- and F-naturals <p>Scales</p> <ul style="list-style-type: none"> - Violin: C - Viola: C, F - Cello: C, F - Bass: C, G <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 1 (D major, 4/4 time, quarter, half, and eighth notes) <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Use 4th finger consistently on D and A strings (violin/viola) - Consistent intonation on all four strings - Left hand pizzicato | <p>Notation and vocabulary</p> <ul style="list-style-type: none"> - Identify instructions in music - Note values: quarter, half, dotted half, whole, eighth - Identify key signatures of D, G, C - First and second endings <p>Listening</p> <ul style="list-style-type: none"> - Identify same/different, higher/lower (intervals smaller than a 5th) - Imitate rhythmic patterns on changing notes - Identify other instruments' open strings by sound <p>Styles/Repertoire</p> <ul style="list-style-type: none"> - Fiddling basics - NYSSMA level 1 - 1.5 <p>Practice Skills</p> <ul style="list-style-type: none"> - Goal setting and planning for progress - Evaluating success - Strategies for improvement <p>Ensemble Skills</p> <ul style="list-style-type: none"> - Conductor cues (start, stop, tempo, basic dynamics) - Balance of melody/not melody - Listening across ensemble - Breathing, starting, and ending together |

Grade Level: 6

| First Half | continued | Second Half | continued |
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| <p>Tone Production</p> <ul style="list-style-type: none"> - Perform with consistent clear tone on all four strings <p>Bowings and Articulations</p> <ul style="list-style-type: none"> - Slurs of 3+ notes - Crescendo, decrescendo, accent <p>Note/Rhythm Reading</p> <ul style="list-style-type: none"> - G#, C#, F# extensions - Dotted quarter notes - Cello shifting to E <p>Scales</p> <ul style="list-style-type: none"> - Violin: A, E - Viola: A, low D - Cello: A, low D - Bass: E | <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Use 4th finger consistently on D and A strings (violin/viola); bass ½ position - Consistent intonation on all four strings <p>Notation and vocabulary</p> <ul style="list-style-type: none"> - Identify instructions in music - Note values: dotted quarter, sixteenth - D.C. and D. S. al Coda and al Fine <p>Listening</p> <ul style="list-style-type: none"> - Identify intervals of octave, P5 - Identify dynamics and tempo in a performance <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 1-2 (DM, GM, 4/4, 2/4, quarter, half, and eighth notes) | <p>Bowings and Articulations</p> <ul style="list-style-type: none"> - Hooked bowings and stopped slurs - Frog-tip control <p>Scales</p> <ul style="list-style-type: none"> - Violin: 2-octave G, A - Viola: 2-octave C, D - Cello: 2-octave C, D - Bass: F, Bb <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 1-2 (DM, GM, CM, 4/4, 2/4, 3/4, quarter, half, and eighth notes) <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Harmonics - Vibrato basics - whole arm motion, narrow to smaller intervals down to a half step (1st, 2nd, 3rd fingers on all strings) <p>Technology</p> <ul style="list-style-type: none"> - Use of Google Classroom, Sight Reading Factory - Students will use programs in class | <p>Notation and vocabulary</p> <ul style="list-style-type: none"> - Identify instructions in music - Note values: dotted eighth - Identify key signatures up to 2#/b <p>Listening</p> <ul style="list-style-type: none"> - Identify interval of P4 - Identify dynamics, instrumentation, tempo in a performance <p>Styles/Repertoire</p> <ul style="list-style-type: none"> - Fiddling - Jazz/Improvisation basics - Music from another culture - Independently perform a duet with another performer - NYSSMA level 1.5 - 2 <p>Practice Skills</p> <ul style="list-style-type: none"> - Increasing focused time - Individual skill assessment and goal setting - Practicing for memorization <p>Ensemble Skills</p> <ul style="list-style-type: none"> - Balancing melody/harmony/bass - Relative dynamics - Expressive group phrasing |

Grade Level: 7

| First Half | continued | Second Half | continued |
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| <p>Bow Technique</p> <ul style="list-style-type: none"> - Spiccato <p>Scales</p> <ul style="list-style-type: none"> - Building a scale - Violin: Bb, Eb - Viola: Bb, Eb - Cello: Bb, Eb - Bass: F, Bb - am, dm, natural and melodic minor <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Shifting: III pos on D, A - Vibrato development on D, A - use on long notes and endings - Adjust intonation <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> - Identify key signatures up to 4#/b - Enharmonics | <p>Rhythm</p> <ul style="list-style-type: none"> - 6/8 time - Independence of rhythmic performance (steady pulse, consistent values) <p>Listening</p> <ul style="list-style-type: none"> - Identify intervals of M6, M3, M7 - Major/minor in context - Evaluating performances for accuracy <p>Practice Skills</p> <ul style="list-style-type: none"> - Increasing focused time - Individual skill assessment and goal setting - Focused listening for intonation and checking with open strings - Using a metronome - Recorded performance assessments and written reflections | <p>Bow Technique</p> <ul style="list-style-type: none"> - Understanding and performing different bow techniques in order to create dynamics, effects, and phrases in a variety of musical styles <p>Scales</p> <ul style="list-style-type: none"> - Building a scale - Review/reinforcement <p>Left Hand Technique</p> <ul style="list-style-type: none"> - Shifting: III pos on all 4 strings - Vibrato development on all 4 strings - use on important notes and for accents/emphasis <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> - Identify key signatures up to 4#/b - Name relative major/minor keys - Evaluating performances for musical quality <p>Technology</p> <ul style="list-style-type: none"> - Use of Google Classroom, Sight Reading Factory - Students will use programs in class and independently to practice skills at home | <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 2 - 2.5 - Dotted rhythms <p>Styles/Repertoire</p> <ul style="list-style-type: none"> - Fiddling - Jazz/Improvisation - Music from other cultures - Electric styles - Lyrical - Full Orchestra - NYSSMA level 2.5 - 3 <p>Practice Skills</p> <ul style="list-style-type: none"> - Increasing focused time - Individual skill assessment and goal setting - Focused listening for intonation - Recorded performance assessments and written reflections <p>Ensemble Skills</p> <ul style="list-style-type: none"> - Divisi and full orchestra balance - Developing independence in counting, rhythmic performance - Following more nuanced and complex conductor cues - Matching bow direction and style |

Grade Level: 8

| First Half | continued | Second Half | continued |
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| <p>Shifting</p> <ul style="list-style-type: none"> - IV, II position <p>Scales</p> <ul style="list-style-type: none"> - All 1-octave scales up to 3#/3b - 2-octave G, C, D, A <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> - Identify all key signatures - Programming (difficulty, variety of genres and styles) - Familiarity with major string composers and performers <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 2.5 - 3 <p>Left Hand</p> <ul style="list-style-type: none"> - Make choices regarding vibrato timing and use appropriately | <p>Tuning</p> <ul style="list-style-type: none"> - Tune using fine tuners to individual notes <p>Practice Skills</p> <ul style="list-style-type: none"> - Increasing focused time - Individual skill assessment and goal setting - Focused listening for intonation and self-correction - Isolating difficult sections - Recorded monthly performance assessments with written reflections | <p>Shifting</p> <ul style="list-style-type: none"> - V position <p>Scales</p> <ul style="list-style-type: none"> - All 1-octave major and minor scales up to 3#/3b - 2-octave Bb <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> - Able to aurally identify ~5 major symphonic works - Identify all intervals up to an octave <p>Sight Reading</p> <ul style="list-style-type: none"> - NYSSMA level 3 - 3.5 <p>Left Hand</p> <ul style="list-style-type: none"> - Use vibrato appropriately according to style - Vary vibrato for effect <p>Technology</p> <ul style="list-style-type: none"> - Use of Google Classroom, Sight Reading Factory - Students will use programs in class and independently to practice skills at home | <p>Tuning</p> <ul style="list-style-type: none"> - Tune using fine tuners in 5ths - Peg tuning intro <p>Practice Skills</p> <ul style="list-style-type: none"> - Increasing focused time - Individual skill assessment and goal setting - Focused listening for intonation and self-correction - Isolating difficult sections - Recorded monthly performance assessments with written reflections <p>Styles/Repertoire</p> <ul style="list-style-type: none"> - Fiddling - Jazz/Improvisation - Music from other cultures - Electric styles - Lyrical - Full orchestra - Chamber music - NYSSMA level 3-4 <p>Ensemble Skills</p> <ul style="list-style-type: none"> - Divisi and full orchestra balance - Developing independence in counting, rhythmic performance - Following more nuanced and complex conductor cues - Matching bow direction, style, contact point, and speed |

Grade Level: 9-10

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| <p>Posture</p> <ul style="list-style-type: none"> ● Play with correct posture of body and limbs while seated and standing. ● Use correct position for playing at the bow tip ● Develop RH pinky flexibility ● Keep scroll up <p>Tuning</p> <ul style="list-style-type: none"> ● Use pegs and fine tuners ● Tune in 5ths vn/va, harmonics c/b ● Change physical string <p>Practicing</p> <ul style="list-style-type: none"> ● Develop these practice skills with an emphasis on self-diagnosis: ● Isolate right hand/left hand ● change rhythms/bowings ● Add think time/rests, "performing" ● Isolate shifts ● Change duration/tempo ● Use metronome <p>Tone</p> <ul style="list-style-type: none"> ● Review proper bow hold ● Develop bow distribution/lanes ● Find core sound ● Explore using entire bow with combination of weight, speed, and placement <p>Intonation</p> <ul style="list-style-type: none"> ● Assess intonation of self and peers | <p>Note Accuracy</p> <ul style="list-style-type: none"> ● Read tenor clef (cello). ● Identify and perform scales: D/G/A/C/F/Bb/Eb/E in 2 octaves (all) ● Determine and perform natural, harmonic, melodic minor patterns <p>Rhythmic Accuracy</p> <ul style="list-style-type: none"> ● Perform rhythmic combinations of 8th note triplets and quarter note triplets; whole, half, quarter, 16th, and dotted notes. ● Perform successfully in 2/4, 3/4, 4/4, 5/4, cut time, 3/8, 6/8, 7/8, 8/8, 9/8, and 12/8 time signatures. <p>Articulation</p> <ul style="list-style-type: none"> ● Perform variety of articulations: ● legato, staccato, tenuto, spiccato, loure, detache, sul ponticello, sul tasto <p>Sight Reading</p> <ul style="list-style-type: none"> ● Use sight-reading strategies ● Sight read with accurate key, time signature, pitch, tone and dynamics ● Translate visual details into sound <p>Shifting</p> <ul style="list-style-type: none"> ● Perform fluent shifting to the following positions: vn/va I/III, (I/III/IV cello), bass to G harmonic. | <p>Expression/Vibrato</p> <ul style="list-style-type: none"> ● Demonstrate that vibrato is a choice, not a habit ● Create motion with fingers/add bow in air/add bow on string/add metered oscillations with metronome ● Choose important notes for vibrato ● Perform with dynamics: fff, ff, f, mf, mp, p, pp, ppp, fp, sfz, cresc., decresc., accel., rit., trill, rubato. ● Use dynamics to create phrases. ● Identify and perform style markings: dolce, leggiero, con fuoco. <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> ● Perform rhythmic combinations of 8th note triplets and quarter note triplets; whole, half, quarter, 16th, and dotted notes. Perform successfully in 2/4, 3/4, 4/4, 5/4, cut time, 3/8, 6/8, 7/8, 8/8, 9/8, and 12/8 time signatures. ● Identify and discuss register, rhythmic intensity, repetition, dynamics, instrumentation, articulation; enharmonic equivalent, tutti, tacet, ties, slurs, soli, DC and DS, Coda, Segno, Fine. ● Analyze an existing piece of music for possible harmonic progression, phrase lengths, form. | <p>History/Culture</p> <ul style="list-style-type: none"> ● Perform at school and community functions ● Read concert reviews and discuss current musical issues ● Discuss musical ownership/copyright <p>Ensemble Skills</p> <ul style="list-style-type: none"> ● Play orchestral arrangements with 5 independent parts. ● Recognize balance of parts. ● Follow conductor for tempo, subdivision of tempo, dynamics, articulation, fermatas. ● Breathe together at phrase starts; match bowing, pitch, rhythm and articulation with section. ● Explore keeping an inner pulse. ● Practice concert etiquette. <p>Personal/Leadership Skills</p> <ul style="list-style-type: none"> ● Conduct class warm-up, demonstrate expression and risk taking ● Exhibit respect for others opinions and abilities. <p>Technology</p> <ul style="list-style-type: none"> ● Use of Google Classroom, SmartMusic, Flat, Sight Reading Factory. ● Students can use programs for instant feedback on playing and performance. Audio & Visual |
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- Adjust intonation during ongoing performance

- Read correct fingering in III/IV and shift between multiple positions

Grade Level: 11-12

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| <p>Posture</p> <ul style="list-style-type: none"> ● Exhibit proper seated and standing posture ● Develop RH finger/wrist flexibility <p>Tuning</p> <ul style="list-style-type: none"> ● Use pegs and fine tuners, tune in 5ths vn/va, harmonics c/b ● Change a string <p>Practicing</p> <ul style="list-style-type: none"> ● Refine practice skills with an emphasis on self-diagnosis: ● Isolate right hand/left hand ● Change rhythms/bowings ● Add think time/rests, "performing" ● Isolate shifts ● Change duration/tempo, ● Use metronome <p>Tone</p> <ul style="list-style-type: none"> ● Continue to refine bow distribution/lanes ● Find core sound ● Explore using entire bow with combination of weight, speed, and placement <p>Intonation</p> <ul style="list-style-type: none"> ● Tune double stops/chords ● Assess intonation of self and peers ● Adjust intonation during ongoing performance | <p>Note Accuracy</p> <ul style="list-style-type: none"> ● Bass reads treble clef, viola reads treble clef, cello reads tenor and treble clef ● Scales: fluent performance in all major scales and all types of minor scales (C/G/D/A/E/B/F#/Gb,C#/Db/F/Bb/Eb/Ab). ● Perform and identify octatonic, whole tone, modal, and chromatic scales <p>Rhythmic Accuracy</p> <ul style="list-style-type: none"> ● Perform contrasting rhythms at the same time ● Perform duple and triple at same time ● Discern appropriate metric pulse, 5/16, 2/1 (alla breve). ● Perform fluently in any time signature. <p>Articulation</p> <ul style="list-style-type: none"> ● Develop fluent string crossing ● Perform variety of articulations: legato, staccato, tenuto, spiccato, loure, detache, sul ponticello, sul tasto <p>Sight Reading</p> <ul style="list-style-type: none"> ● Efficiently translate visual details into sound, audiate music. ● Use sight-reading strategies ● Sight read with accurate key, time signature, pitch, tone and dynamics | <p>Shifting</p> <ul style="list-style-type: none"> ● Shift and perform fluently: positions I-V vn/va, I-V cello, upper D harmonic bass. ● Explore thumb position c/b <p>Expression/Vibrato</p> <ul style="list-style-type: none"> ● Develop fluency of vibrato ● Make phrases using vibrato at different oscillation and speed ● Make artistic decisions about phrasing and musical styles ● Play with all dynamics: fff, ff, f, mf, mp, p, pp, ppp, fp, sfz, cresc., decresc. ● Develop use of rubato as expressive means; identify and perform style markings <p>Vocabulary/Theory</p> <ul style="list-style-type: none"> ● Perform rhythmic combinations of 8th note triplets and quarter note triplets; whole, half, quarter, 16th, and dotted notes. ● Identify and explain any time signature ● Identify and discuss register, rhythmic intensity, repetition, dynamics, instrumentation, articulation ● Analyze an existing piece of music for possible harmonic progression, phrase lengths, form | <p>History/Culture</p> <ul style="list-style-type: none"> ● Perform at school and community functions ● Read concert reviews and discuss current musical issues ● Discuss musical ownership/copyright <p>Ensemble Skills</p> <ul style="list-style-type: none"> ● Play orchestral arrangements with 5 or more independent parts. ● Perform chamber music with proper technique. ● Recognize nuanced balance of parts. ● Follow conductor for tempo, subdivision of tempo, dynamics, phrasing, articulation and interpret style of sound from preparatory beat. ● Breathe together with section at phrase starts, make eye contact with peers across orchestra, show phrase with body (in orchestra and chamber ensembles), match bow stroke and style of section and section leader, match pitch and rhythm with section, develop inner pulse for chamber music ● Practice bowing technique and proper concert etiquette <p>Personal/Leadership Skills</p> <ul style="list-style-type: none"> ● Lead stretching routine warm-up daily |
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| | | | <ul style="list-style-type: none">● Choose listening example for day.● Create musical phrases that group should try, be section leader (cues, bowings, body language), discuss programming/concert order.● Communicate non-verbally in a chamber music setting. <p>Technology</p> <ul style="list-style-type: none">● Use of Google Classroom, SmartMusic, Flat, Sight Reading Factory● Students can use programs for instant feedback on playing and performance. Audio & Visual |
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