

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
CULTURAL AND PRACTICAL ARTS**

ORCHESTRA (4TH THROUGH 8TH GRADES)

Curriculum Guide

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Mrs. Judith Rattner, Superintendent
Dr. Matthew Jennings, Assistant Superintendent
Dr. Mary Ann Kjetsaa, District Supervisor

Developed by: David Grego
Lisa Ferrari

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/21/06.

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PHILOSOPHY/RATIONALE

Music is everywhere and influences everything. It is a gripping influence in our world. It affects the way we think and feel. Listening to certain kinds of music can improve learning curves, IQ, and test scores, but research suggests that listening to music is not enough. Early education in music can greatly influence a child's mental ability, connecting both sides of the brain and can actually increase the creation of neural pathways. It also sparks the brain's more primitive limbic system where emotions are seated. Unlike most academic courses, music teaches a form of discipline that is different in its interdisciplinary skills providing musical, technological, and aesthetic learning tools to the mix. This can help students in the classroom and the real world. Student musicians must use their eyes, ears, and skills to create success. The study of instrumental music provides the direct means of combining hands, head, and heart.

“Without music, life would be a mistake” –Friedrich Nietzsche

There has always been the need to communicate with those around us. Through the use of music as a mode of self-expression, a young musician has the opportunity to develop poise and self-esteem with skills mastery and artistic expression. The knowledge and skills acquired lead to the means for the expression of music. The realization of these goals is the basis of the grades 4-8 strings program.

The Berkeley Heights String Program is constructed to enable student achievement through active participation. The individual student is the focus of the program. The string program operates like a ball team. Each player is important and has a slightly different job to do. The success of the team comes when each player puts forth his best. Players must use their eyes, ears, and skills to make the team succeed. The teacher is the conductor and coach who encourages the students individually and as a group. The discipline learned through the expected daily practice can be applied to other areas of study. The strings program teaches the individual excellence and teamwork. Students are encouraged to help each other achieve as a group as they experience the excitement and energy of playing together. Together everyone achieves more.

“There's no business like show business...nowhere can you get that special feeling...” Irving Berlin from the musical Annie Get Your Gun

This course addresses the New Jersey Core Curriculum Content Standards for Visual and Performing Arts as the Standards for Technological Literacy, and Career Education and Consumer, Family and Life Skills, as well as addressing the National Standards for Music (www.menc.org/publication/books/standards.htm). The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

COURSE PROFICIENCIES

Course Objectives

First Year Elementary Orchestra

Nat'l	State	
9		1. To demonstrate proper care of his/her musical instrument.
9		2. To recognize the parts of their instrument by name.
5,6,7	1.2/4B1,2	3. To develop good playing techniques including the development of a steady beat. (Pulse)
5,6,7	1.2/4B1,2	4. To recognize and understand basic vocabulary and the historical and social background of music.
5,6,7	1.2/4B1,2	5. To be able to read musical notation.
5,6,7	1.2/4B1,2	6. To identify time signatures.
5,6,7	1.2/4B1,2	7. To identify and play different notes, rests, slurs, and ties in music.
1,2,7	1.2/4B3	8. To develop the ability to perform with others.
9		9. To utilize appropriate safety procedures.

Second Year and Beyond

5,6,7	1.2/6B1,2,3,4,5 8B1,2	1. To enhance playing techniques.
5,6,7	1.2/6B1,2,3,4,5 8B1,2	2. To gain recognition and understanding of a new musical vocabulary and continue gaining the historical and social background of music.
5,6,7	1.2/6B1,2,3,4,5 8B1,2	3. To identify and play new bowings with related notation, new time signatures, and new scales.
5,6,7	1.2/6B1,2,3,4,5 8B1,2	4. To identify and locate notes related to new left hand positions.
1,2,7,9	1.2/6B1,2,3,4,5 8B1,2	5. To increase awareness of “ensemble” playing.
2,5,6,7,9	1.2/6B1,2,3 8B1,2	6. To perform with increased use of dynamics.
2,5,6,7,9	1.2/6B1,2,3 8B1,2	7. To be able to sight read music.
		8. To be able to tune one’s instrument

STUDENT PROFICIENCIES

The first year student will be able to:

1. Demonstrate an understanding and ability to properly care for his/her instrument – bow, string, bridge, case, etc. including appropriate safety procedures.
2. Identify the parts of their instrument.
3. Demonstrate good technique through proper right/left hand placement and posture.
4. Identify and demonstrate steady beat.
5. Recognize and explain basic vocabulary that relates to his/her instrument.
6. Identify and demonstrate good intonation.
7. Identify and perform the D & G major scales from memory.
8. Identify and perform in simple time signatures (4/4, 3/4, 2/4).
9. Identify and compare eighths, quarter, half, whole notes, and corresponding rests.
10. Identify and perform written music with simple slurs and ties.
11. Demonstrate ability to read music (conversion of written notes to location on fingerboard, open string names).
12. Demonstrate ability to perform unison melodies and basic harmonized orchestrations.
13. Participate in offered performance experiences.

Student in the second year and beyond will be able to:

1. Demonstrate good playing technique through bowing, fingering, and posture.
2. Understand and explain new vocabulary related to his/her instrument including: arpeggio, flat, intonation, Fermata, interval, minor scale, and sixteenth notes.
3. Identify and play hooked and detached bows; music written in time signature of 6/8, 2/2, 5/4, and 3/8; D and G major scales two octaves; A, C, F, B^b, E, and E^b major scales one octave.
4. Play music written to be played in half, third, fifth, second, and fourth positions.

STUDENT PROFICIENCIES (continued)

5. Demonstrate increased awareness of good intonation by listening, adjusting, and using dynamic singly, and in an ensemble.
6. Sight read music by using all proficiencies above.

METHODS OF EVALUATION

Student will be evaluated through a variety of means including:

1. Teacher observations.
2. Student effort and attitude.
3. Question and answer activities.
4. Home preparation.
5. Class participation.
6. Involvement in performance group(s).

			b. fast bow (staccato, eighth, and sixteenth notes)	X	X	X	X	X
			c. stopped bow (staccato, hooked, and endings of notes)	X	X	X	X	X
			5. Bow placement					
			a. in relation to bridge and fingerboard		X	X	X	X
			b. changing pitches		X	X	X	X
			c. articulations		X	X	X	X
			d. harmonic content				X	X
			D. Demonstrate Bowings and Bow Pressure Through:					X
			1. Up bow and down bow		X	X	X	X
			2. Staccato		X	X	X	X
			3. Spiccato				X	X
			4. Hooked					
			a. simple		X	X	X	X
			b. multiple		X	X	X	X
			5. Marcato		X	X	X	X
			6. Martele			X	X	X
			7. Ricochet				X	X
			8. Sautille				X	X
			9. Slurs					
			a. simple		X	X	X	X
			b. multiple		X	X	X	X
			c. cross string		X	X	X	X
			10. Detache/detached	X	X	X	X	X
			11. Tremelo	X	X	X	X	X
			E. Demonstrate Right Hand Pizzicato	X	X	X	X	X

			II. Show Basic Instrumental Technique (continued)					
			F. Relate Note Names to Finger Placement and Visa Versa (fingerboard awareness connected with section B2 above)	X	X	X	X	X
			G. Play Notes With Improving Intonation (as connected with section B and F above)	X	X	X	X	X
			H. Improvise on Simple Notation	X	X	X	X	X
5	1.2/4	B1,2	III. Show Understanding Of Basic Music Fundamentals					
6	1.2/6	B1,2,3	A. Feel/Tempo/Pulse	X	X	X	X	X
7	1.2/8	B1,2	B. Identify Simple Time Signatures					
	1.3/4	B3	1. 4/4, 3/4, 2/4	X	X	X	X	X

			3. Instrument safety	X	X	X		
			B. Carrying Instrument	X	X	X		
			C. End Pins (on cello and bass)	X	X	X		
			D. Bow Tips	X	X	X		
			E. Finger Sores/Blisters	X	X	X		
			F. Pitch Pipes	X	X	X		
			G. Rosin	X	X	X		
			H. Cleaning Chemicals	X	X	X	X	X
			I. Electronics					
			1. Headphones		X	X	X	X
			2. Electronic tuners		X	X	X	X
			3. Amplifiers and connecting cords			X	X	X
			4. Electronic hazards			X	X	X

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS **CODE SHEET**

Standards:

1. Visual and Performing Arts
2. Comprehensive Health & Physical Ed.
3. Language Arts Literacy
4. Mathematics
5. Science
6. Social Studies
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family and Life Skills

Strands:

A, B, C, D

CPI (Cumulative Progress Indicators):

1, 2, 3, 4, 5, etc.

Sample:

From the Visual and Performing Arts Core Curriculum Content Standards –

First Standard; then Grade level; then Strand; and last CPI #s

1.1/4A1,2,4

SUGGESTED MATERIALS

Materials will be selected by the teacher to be appropriate to the abilities and interests of the enrolled students as well as the objective of the strings programs.

Some suggested resources may include but will not be limited to:

Method Books:

All for Strings Theory Workbook - #1 and #2. Anderson, G. and R. Frost. Kjos Music Company.

Essential Elements of Strings - Book #1 and #2. Allen, M., R. Gillespie, and P. Hayes. Hal Leonard Publisher.

Note Speller - Edward Janowski. Warner Bros: Publications Inc.

Primo Performance - Book #1 and #2. Frost, R. Kjos Music Company.

Strictly Strings - Book 1, 2, and 3. Dillon, J. J. Kjelland, and O. O'Reilly. Highland/Etling Publishers (Alfred Music).

String Builder - Book 3. Applebaum. Warner Bros: Publications Inc.

Suzuki Violin School - Volume 1, 2, 3, and 4. Warner Bros: Publications Inc.

Suzuki Viola School

Suzuki Cello School

Suzuki Bass School

Uni-tunes - #1 and #2. Nunez, C. Kjos Music Publishers.

Viva Vibrato - Fischbach and Frost. Kjos Music Publishers.

Music Software:

Music Practica - Ars Nova Software, LLC

Smart Music - Division of Finale