

Course Title: Strings I or Beginning Strings

Schools to Offer Course: All Junior High and Middle Schools

Grade Level: 6, 7, or 8

District Textbook Adoption:

1. Performance literature as selected by the teacher
2. Method book as selected by the teacher (i.e. *Accent on Achievement*, *Essential Elements*, *Standard of Excellence*, etc.)

Course Description:

This one year beginning instrumental course is for any student who desires an ability to play a violin, viola, cello, bass, or harp. In addition, students will begin to develop an understanding and appreciation of concert literature through listening, performance, theory, and skills so they may be able to perform music of at least grade one on a scale of 1 to 6. Emphasis will be placed on providing each student with positive growth experiences and a variety of performing experiences. This course is considered a preparatory course for progression into Strings II.

General Course Objectives and Skills:

PLAYING INSTRUMENTS - Students perform a varied repertoire of music on instruments alone and with others by:

1. Selecting an instrument based on the individual desires and characteristics of the student.
2. Demonstrating proper maintenance and care of an instrument.
3. Beginning to develop a characteristic sound on an instrument through the use of correct technique, hand & finger position, posture, and bowing.
4. Playing in large ensembles learning about appropriate ensemble technique and how to follow a conductor.
5. Performing a varied repertoire of multiple-part ensemble literature representing diverse genres and styles with stylistic accuracy.
6. Correctly playing the Concert D, G, and C major scales in quarter notes (goal of MM=120)
7. Beginning to develop awareness and understanding of proper intonation.
8. Learning correct bowings for commonly used techniques in string literature.

READING MUSIC - Students read and notate music by:

1. Reading whole, half, quarter, eighth, and dotted notes and rests in common rhythmic patterns.
2. Differentiating by clapping, counting and playing notes and rests from whole to eighth in 4/4, 3/4, and 2/4, 6/8 and Common time signatures.
3. Being introduced to mixed meter.
4. Reading simple melodies in the instrument's appropriate clef.
5. Identifying the pitch name of the notes that form the practical range of the student's chosen instrument.
6. Identifying and interpret basic music terminology, tempo markings, and styles.
7. Notating simple musical phrases using standard symbols.
8. Applying standard musical symbols within the context of repertoire.
9. Being introduced to the concept and process of sight-reading music.

LISTENING TO MUSIC- Students listen to, analyze, and describe music by:

1. Using terminology appropriate to the level and content of the material, describing the uses of rhythm, melody, texture, harmony, expressive qualities, and musical form in performance literature or aural examples orally and through writing.
2. Beginning to analyze the role the student's instrumental part plays in the musical texture of performance literature.

EVALUATING MUSIC - Students evaluate music and music performances by:

1. Developing musical criteria for evaluating the quality and effectiveness of performances and compositions with teacher assistance.
2. Evaluating the quality of their own and others' performances and compositions, justifying their opinions with teacher assistance.