Newport Public Schools  
Curriculum Framework

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<tr>
<th>Subject: Elementary strings</th>
<th>Grade Level 4-5</th>
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<td><strong>Standard</strong></td>
<td><strong>Benchmarks</strong></td>
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| Standard #2 – Performing on instruments, alone and with others, a varied repertoire of music | Students will demonstrate:  
• proper care, maintenance, and responsibility for their instrument.  
• proper concept of tone production, intonation and bow control  
• Demonstrate ability to perform alone or in an ensemble a repertoire of songs representing various cultures and genres with a difficulty level of 1 on a scale of 1 to 6. | Students will learn a repertoire of music representing various cultures and genres using several texts and methods  
Students will meet at least one time per week for no less than 40 minutes. During these weekly lessons students will learn the following:  
• Hold instrument in proper playing position.  
• Maintain strings, bow, shoulder rest, rosin, case and other instrumental accessories.  
• Play in the elementary range of the instrument.  
• Produce in-tune pitches as required by the intervallen relation.  
• Play steady beats and repeated rhythmic patterns fast/slow, loud/soft.  
• Identify lines and spaces of the staff relevant to the instrument.  
• Use body sounds and movement, (clap, pat, snap) to play rhythmic patterns. | Students will demonstrate the following skills through performance of a varied repertoire representing various cultures and genres:  
• Identify, count and play the following notes and rests: quarter, half, dotted half, whole, beamed double eighth notes.  
• Play a variety of dynamic levels  
• Play a variety of tempi  
• Play steady beats, and repeated rhythmic patterns.  
• Perform short pieces with a difficulty of 1, 2 on a scale of 1 to 6.  
• Practice daily for one-half hour to develop technical skills.  

In order to demonstrate the above, students will be able to:  
• hold the bow correctly  
• bow strings with a straight, controlled stroke without playing on other strings  
• hold the instrument correctly  
• place fingers on the fingerboard correctly  
• play left hand and right hand pizzicato  
• play simple unison and 2-part songs alone and with others  
• play in tune |

Strategies for instruction will include:  
• Teacher demonstration  
• Rote instruction  
• Instrumental methods books  
• Small group lessons  
• Peer demonstration  
• Software programs and web sites  
• Various skill development games (see appendix A for suggested strategies) |

The above will be assessed through the following:  
• Journal/log of progress.  
• Listen to students play independently.  
• Develop instrumental checklist.  
• Performances, concerts, recitals.  
• Teacher observation  
• Student classroom performances  
• Student Evaluation Forms  
• Recordings of student performances  
• Student progress reports |
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<tr>
<th>Violin and viola players will use 4th fingers of left hand in simple songs.</th>
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<tr>
<td>Cello and bass players will learn basic shifting positions.</td>
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<tr>
<td>- cello - 2nd and 4th</td>
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<tr>
<td>- bass - 1/2, 1st, 2nd and 3rd</td>
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- play with rhythmic accuracy
- play a varied repertoire of songs from different cultures and genres

- Development of a repertoire of songs representing various cultures and genres

Texts and resources may include but not be restricted to:

- Strictly Strings Volume 1, Dillon, Kjelland, O’Reilly, Highland/Etling
- Suzuki Violin School Volume 1 (John Kendall editions, which transpose violin parts to the D and A strings to match viola, cello and bass)
- Muller-Rusch Volume 1, Kjos Music Co.
- All For Strings Volume 1
- Uni-Tunes, Carol Nunez, Neil Kjos Music Company
- Mr. Fiddles Home Page
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<tr>
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<th>Suggested Resources/ Instructional Strategies</th>
<th>Assessments Student Work</th>
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| **Standard #3 – Improvising melodies, variations and accompaniments** | Students will:  
  • Improvise answers in the same style to given rhythmic and melodic phrases  
  • Create melodies using given melodic materials  
  • Improvise simple rhythmic and melodic ostinati accompaniments. | • Follow the leader - Students will take turns answering a short phrase given by the teacher.  
  • Build a tune – students will create a song by each adding a short segment of melody (1 or two measures), using melodic material provided by the instructor.  
  • Round robin improvisation – students will take turns interpreting simple melodies, each adding a different variation.  
  • Students will take turns adding melodic and rhythmic accompaniments to simple melodies through use of learned diatonic and pentatonic scales. | Students will demonstrate the following through teacher directed performances of various improvisation exercises and games:  
  • Create answers to simple phrases  
  • Improvise simple accompaniments  
  • Improvise an instrumental selection using the diatonic and pentatonic scale.  
  • Create a variation on a familiar theme.  
  The above will be assessed through the following:  
  • Teacher observation of student improvisations  
  • Recordings of student performances |
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<tr>
<td><strong>Standard #4 – Composing and arranging music within specified guidelines</strong></td>
<td>Students will:</td>
<td>Students will:</td>
<td>Assessments will be through:</td>
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<tr>
<td></td>
<td>• Create and arrange music using string instruments</td>
<td>• Play a familiar song and create variations in tempo, timbre, dynamics, and phrasing.</td>
<td>• Performances of student compositions</td>
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<td>• Arrange simple songs for various combinations of string instruments</td>
<td>• Add rhythmic and melodic accompaniments to familiar songs using available instruments in class</td>
<td>• Recordings of student performances</td>
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<td>• Create short songs and instrumental pieces using major and pentatonic</td>
<td>• Create introductions and endings to familiar songs</td>
<td>• Teacher observation</td>
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<td></td>
<td>scales and ostinati</td>
<td>Students will achieve the above through:</td>
<td>• Rubric based student/teacher evaluations of student compositions and arrangements</td>
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<td></td>
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<td>• Teacher demonstration</td>
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<td>• Rote instruction</td>
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<td>• Group interaction</td>
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Subject: Elementary Strings

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<tr>
<th>Standard #5 – Reading and notating music</th>
<th>Benchmarks</th>
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<tbody>
<tr>
<td>Students will:</td>
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<td>Students will use a method book to learn basic skills of reading and writing music.</td>
<td>Students will:</td>
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<tr>
<td>• Read whole, half, dotted half, quarter, eighth, sixteenth notes and rests in 2/4, 3/4, 4/.</td>
<td>• Utilize a system (syllables, numbers, or letters) to read simple pitch notation in the appropriate clef for their instrument in the keys of D and G.</td>
<td>Students will notate short songs and musical ideas using standard and made up notation.</td>
<td>• Recognize and identify symbols, for pitch, rhythm, dynamics, tempo, articulation and expression.</td>
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<tr>
<td>• Utilize a system (syllables, numbers, or letters) to read simple pitch notation in the appropriate clef for their instrument in the keys of D and G.</td>
<td>• Recognize and identify symbols and terms referring to tempo, dynamics, and articulation</td>
<td>Students will interpret written music from method books and standard repertoire at a level of difficulty of 1 on a scale of 1-6.</td>
<td>• Read whole, dotted half, half, quarter, eighth notes and equivalent rests, in duple and triple meter, in the range of one octave.</td>
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<tr>
<td>• Interpret the above symbols while performing.</td>
<td>• Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns</td>
<td>Students will achieve the above through:</td>
<td>• Correctly notate simple melodies using standard notation.</td>
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<tr>
<td>• Teacher demonstration</td>
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<td>• Teacher demonstration</td>
<td>• Demonstrate reading skills using a counting system.</td>
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<td>• Rote instruction</td>
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<td>• Rote instruction</td>
<td>• Explore computer programs and web pages designed to assist reading and notating music.</td>
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<td>• Instructional methods books</td>
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<td>Assessments:</td>
</tr>
<tr>
<td>• Performance of standard repertoire appropriate to this level</td>
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<td>• Teacher observation/evaluation of student interpretation of written music</td>
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<tr>
<td>• Transcription of simple teacher and student generated melodies</td>
<td></td>
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<td>• Students recognize, define, and demonstrate an understanding</td>
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<tr>
<td>• Students will compose and notate simple melodies using standard notation.</td>
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Assessments:

• Teacher observation/evaluation of student interpretation of written music

• Students recognize, define, and demonstrate an understanding
presented by the teacher.

Texts and resources may include but not be restricted to:

- Strictly Strings Volume 1, Dillon, Kjelland, O’Reilly, Highland/Etling
- Suzuki Violin School Volume 1 (John Kendall editions, which transpose violin parts to the D and A strings to match viola, cello and bass)
- Muller Rusch Volume 1, Kjos Music Co.
- All For Strings Volume 1
- Uni-Tunes, Carol Nunez, Neil Kjos Music Company
- Mr Fiddles Home Page
- Professor Piccolo

of the terms and symbols used in written music through performance of written music.

- Student transcriptions and compositions
## Standard #6 - Listening to, analyzing and describing music

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<tr>
<td>Students will:</td>
<td>• demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures outside the United States.</td>
<td>Students will:</td>
<td>CLASSROOM ASSESSMENTS</td>
</tr>
<tr>
<td>• use appropriate terminology when describing performances.</td>
<td>• Identify, when listening to a performance of a concerto, the entrances of a solo instrument</td>
<td>• view performances of a wide variety of music representing various genres, styles and cultures</td>
<td>After viewing a performance students will create a checklist of audience behavior</td>
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<tr>
<td>• identify and name instruments visually and aurally.</td>
<td>• view a variety of programs, both live and on videotape, followed by discussions about audience appreciation.</td>
<td>• Invite guest artists for performance and discussion</td>
<td>After viewing a videotape of a recent student concert, students will:</td>
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<tr>
<td>• view a variety of programs, both live and on videotape, followed by discussions about audience appreciation.</td>
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<td>• perform for assembly programs and concerts</td>
<td>• discuss and create criteria for evaluating their performance</td>
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<td>• create videotapes and audiotapes of student performances for student self-assessment</td>
<td>• create a rubric for self-assessment</td>
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<td>• use the above rubric for self-assessment</td>
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Students will discuss performances by guest artists using appropriate musical terminology.

The above will be assessed through:

- teacher observation
- student self-assessment sheets
- checklists
- rubric based assessments
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| **Standard #7 - Evaluating music and music performances** | By the end of Grade 4, a student should be able to do the following:  
- recognize the melodic and rhythmic accuracy of performance of self and others.  
- review and select appropriate terminology for describing music.  
- explore and develop criteria for evaluating performances and compositions.  
- express ideas about the various types of music.  
- recognize characteristics of music of diverse cultures.  
- demonstrate an awareness of performance accuracy in self and others. | Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.  
Students will view videotapes and live performances representing excellent examples of music performance.  
Students will attend and participate in concerts and recitals.  
Students will discuss performances of concerts they have attended or performed in. | After viewing a performance students will create a checklist of criteria indicating elements of a good and poor performance.  
After viewing a videotape of a recent student concert, students will:  
- discuss and create criteria for evaluating performances  
- create a rubric for assessing performances  
- use the above rubric for assessing performances  
Students will discuss performances by guest artists using above criteria.  
The above will be assessed through:  
- teacher observation  
- student devised rubrics  
- rubric based assessments |
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| Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts | By the end of Grade 4, a student should be able to do the following:  
• identify similarities and differences in terminology common to the various arts.  
• examine historical and cultural works for similarities in style within the various arts.  
• Identify the interrelationships between music and other disciplines.  
• explore music as a part of daily life and its connections with other disciplines. | Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.  
Students will sample representative examples of art, literature and dance, noting similarities and differences between them. | Through guided discussions, students will describe criteria and themes which cross between the arts and other disciplines.  
After listening to a programmatic piece, students will discuss elements which may be interpreted musically and non-musically  
Students will participate in interdisciplinary projects |
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| **Standard # 9 - Understanding music as it relates to history and culture** | Students will:  
• perform music of diverse cultures and genres.  
• understand the musical similarities and differences of various cultures.  
• identify aural examples of music from various historical periods and cultures.  
• describe in simple terms how elements of music are used in music examples from various cultures.  
• identify and describe the role of music in daily experiences. | Perform a varied repertoire of music reflecting music of different cultures and stylistic periods  
Compare instruments played today with those played two hundred years ago.  
 Explore musical instruments used in other cultures.  
Perform music that reflects different cultures. | Several times per semester students will:  
• perform music that reflects different cultures.  
• demonstrate knowledge, through class discussion, of similarities and differences in music of different cultures  
• demonstrate knowledge of development of modern instruments  
• demonstrate knowledge of role of music in daily life  
The above will be assessed through:  
• teacher observation  
• student performances  
• student journals  
• class discussion  
• student presentations |