

**Bedminster Township School District Curriculum  
 Visual & Performing Arts - Instrumental Music (Strings) Grade 3  
 Unit 1: Basic Skills for Getting Started**

**Grade 3 Week 1 - Week 8**

**National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, & Videos with technology to enable students to better understand the proper Assembly and care of their musical instrument and/or proper playing position for their musical instrument.

8.1.2.CS.1: Use of Computers, the Internet, & Videos with technology to enable students to better understand the basic procedures for keeping the musical instrument in good playing condition and/or the proper effective hand position for ease and accuracy of fingering or sticking for their musical instrument.

**Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

**Unit Rationale**

Students will learn the Basic Skills needed for Getting Started with their musical instrument which will include:

- Proper Assembly and care of their musical instrument..
- Proper playing position for their musical instrument.

**Enduring Understandings**

Students will learn about the parts of their musical instruments and how to properly identify, assemble and care for them.

Students will learn the proper posture needed to play their musical instrument.

**Essential Questions**

What do I need to know about my musical instrument to get started?

How do I hold and get ready to play my musical instrument?

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| <p><b>Content</b></p> <p><b>Basic Skills for Getting Started</b></p> <p>A. The Instrument</p> <ol style="list-style-type: none"> <li>1. Identifying parts of the instrument</li> <li>2. Caring for the instrument</li> </ol> <p>B. Playing Posture</p> <ol style="list-style-type: none"> <li>1. Using proper playing posture: body, arm, hand, and finger positions</li> <li>2. Violin &amp; Viola and String Bass while sitting or standing to play</li> <li>3. Cello &amp; String Bass - properly support the instrument while sitting to play</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Skills</b></p> <p><u>Bloom's Taxonomy</u></p> <p>Students will be able to successfully:</p> <ul style="list-style-type: none"> <li>• Identify the parts of their instrument</li> <li>• Demonstrate how to properly care for their instrument</li> <li>• Demonstrate proper posture and playing position for their instrument sitting, standing, or both</li> </ul> |
| <p><b>Assessments</b></p> <p><b>Performance Assessment, if applicable:</b></p> <p><b>Benchmark Assessment:</b> Teacher will observe and evaluate individual's proper care and handling of their musical instrument.</p> <p><b>Benchmark Assessment:</b> Teacher will observe and evaluate individual's proper playing position for their musical instrument.</p> <p><b>Formative:</b> Teacher will evaluate beginner instrumentalists' proper care, handling and proper playing position for their musical instrument.</p> <p><b>Summative:</b> Teacher will evaluate beginner instrumentalists' proper care, handling and proper playing position for their musical instrument.</p> <p><b>Alternative Assessments:</b> Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the students; which may include: (S.E., G&amp;T, ELL, &amp; 504 Students.)</p> |                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Resources</b></p> <p><b>Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books</b></p> <p>Muller-Rusch String Series by <i>Harold Rusch and J. Frederick Muller</i></p> <p><b>Suzuki Violin School Volume 1 and or Volume 2 Lesson Books</b><br/>by Dr. Shinichi Suzuki</p> <p>Sheet Music</p> <p>Musical Instruments</p> <p>Instructional Music Videos</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Reflections</b></p> <p><i>What worked well? What needs to be improved? What resources do you need or recommend? If applicable</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                          |

**National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Recordings & Videos with technology to enable students to better understand, identify and interpret musical pitch through performance as well as written music/notation that is characteristic of the range of their musical instrument.

**Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

**Unit Rationale**

Students will learn the basic skills and concepts necessary to learn how to play and make a sound on their musical instrument. Students will become familiar with the ideas of tone quality, pitch and intonation as they learn to improve their tone production. Students will learn to recognize and identify if their string instrument is "in-tune" or needs to be tuned.

**Enduring Understandings**

**Beginner (Novice)**

Students will learn to recognize and identify if their string instrument is "in-tune" or needs to be tuned.

Students will learn the basic skills and concepts necessary to learn how to play and make a sound (tone/ or note), on their musical instrument. Demonstrate tone quality using Open Strings and First Position Fingerings for major scales.

- Plucking - *Pizzicato*
- Bowing - *Arco*

Demonstrate tone quality

**Intermediate & Advanced**

Students will learn to recognize and identify if their string instrument is "in-tune" or needs to be tuned.

Students will play sounds (tones, pitches or notes), on their musical instrument and be able to identify if their musical instruments are in-tune and if they are playing these sounds (tones, pitches or notes) "in-tune." Demonstrate tone quality

**Essential Questions**

**Beginner (Novice)**

How do I play a note, (make a tone), on my musical instrument?

How do I pluck and bow the strings?

What are the (notes) pitches I am playing?

How do I play in tune?

**Intermediate & Advanced**

How do I play a note, (make a tone), on my musical instrument "in tune"?

How do I pluck and bow the strings demonstrating good tone quality and intonation?

using Open Strings and First Position Fingerings for major scales.

- Plucking - *Pizzicato*
- Bowing - *Arco*

Demonstrate good tone quality

**Content**

**Beginner (Novice)**

Students will learn to recognize and identify if their string instrument is "in-tune" or needs to be tuned.

Students will learn the basic skills and concepts necessary to learn how to play and make a sound (tone/ or note), on their musical instrument. Demonstrate tone quality using Open Strings and First Position Fingerings for major scales.

- Plucking - *Pizzicato*
- Bowing - *Arco*

Demonstrate tone quality

**Intermediate & Advanced**

Students will learn to recognize and identify if their string instrument is "in-tune" or needs to be tuned.

Students will play sounds (tones, pitches or notes), on their musical instrument and be able to identify if their musical instruments are in-tune and if they are playing these sounds (tones, pitches or notes) "in-tune." Demonstrate tone quality using Open Strings and First Position Fingerings for major scales.

- Plucking - *Pizzicato*
- Bowing - *Arco*

Demonstrate good tone quality

**Tone Production**

**A. Tone Quality**

1. Produce sounds demonstrating characteristic tone quality using by:
  - tightening the bow correctly and demonstrate correct tension
  - applying rosin correctly to the bow
2. Demonstrate awareness of ways to improve tone production
  - good bow placement
  - good bow speed
  - good arm weight
  - good finger placement and finger weight (pressure)

**Skills**  
Bloom's Taxonomy

Students will demonstrate an understanding of how to correctly Produce Tones in Instrumental Music in the following ways:

**A. Tone Quality**

1. Demonstrating how to produce characteristic tone quality by learning to use correct bowing, bow tension, and rosin application
2. Demonstrating awareness of ways to improve tone production

**B. Pitch**

1. Identifying basic pitches and notes used on the instrument
2. Identifying and defining flat, sharp, & natural signs
3. Identifying and playing in the key of Concert D & A

**C. Tuning & Intonation**

1. Learning how to identify playing pitch as in-tune or out-of tune
2. Learning how to identify playing pitch as flat(lower pitch) or sharp(higher pitch)
3. Learning to tune to a given pitch

## B. Pitch

1. Identify basic pitches and notes used on the instrument
2. Identify and define flat, sharp, & natural signs
3. Identify and play in the key of Concert D & A

## C. Tuning & Intonation

1. Learn how to identify playing pitch as in-tune or out-of tune
2. Learn how to identify playing pitch as flat(lower pitch) or sharp(higher pitch)
3. Learn to tune to a given pitch

## Assessments

### Performance Assessment

**Benchmark Assessment:** Teacher will observe and evaluate beginner strings student's ability to play pitches/tones/notes as well as their ability to learn basic notes on their musical instruments at the beginning of the student's course of study.

**Benchmark Assessment:** Teacher will observe and evaluate intermediate and advanced strings student's ability to play individual's ability to play all pitches/tones/notes within a prescribed range for their musical instrument at a developmentally appropriate level.

**Formative:** Teacher will evaluate beginner instrumentalists' ability to play pitches/notes as well as their ability to learn basic notes on their musical instruments. Emphasis will be on learning to play the tones/notes "in tune."

**Formative:** Teacher will evaluate intermediate and advanced instrumentalists' ability to play all pitches within a prescribed range for their musical instrument at a developmentally appropriate level. Emphasis will be on learning to play the tones/notes "in tune."

**Summative:** Teacher will evaluate beginner instrumentalists' ability to successfully play pitches/notes in instrumental music classes, lessons and performances. Emphasis will be on learning to play the tones/notes "in tune."

### Summative:

Teacher will evaluate intermediate and advanced instrumentalists' ability to successfully play all pitches within a prescribed range for their musical instrument, while remaining developmentally appropriate, instrumental music classes, lessons and performances. Emphasis will be on learning to play the notes "in tune."

**Alternative Assessments:** Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.) Emphasis will be on learning to play the tones/notes "in tune."

## Resources

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series by *Harold Rusch and J. Frederick Muller*

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts

Musical Instruments

Instructional Music Videos

Electronic Tuners

Electronic Keyboards

**Reflections**

*What worked well? What needs to be improved? What resources do you need or recommend?*

**Visual & Performing Arts - Instrumental Music (Strings) Grade 3  
Unit 4: Melody**

**Grade 3 Week 1 - Week 38 - Weekly**

**National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

## 21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

### **Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

### **Unit Rationale**

Students will develop an understanding of melody in music.

Students will learn how melodic phrases can move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.

### **Enduring Understandings**

Students will learn that Melody is a tune, or musical succession of tones.

The recognizable tune to a song.

Students will learn how melodic phrases can move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.

### **Essential Questions**

What is melody in music?

How can I play a melody or tune on my instrument?

How can I read music or notation to play a song or tune?

### **Content**

Students will learn that Melody is a tune, or musical succession of tones.

The recognizable tune to a song.

Students will learn:

- To define and play melodic phrases and breath marks
- To recognize melodic phrases that move upward and downward in steps, skips, and leaps:
  - through reading musical notation
  - through playing musical examples
  - through listening to musical examples
- To play melodic phrases that move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.
- To play by ear, familiar tunes which demonstrate technical and musical skills previously introduced
- To define and recognize formal musical organizations:
  - theme
  - theme and variations
  - round
  - introduction

### **Skills**

#### Bloom's Taxonomy

Students will demonstrate an understanding of melody by:

- playing melodic phrases and breath marks
- recognizing melodic phrases that move upward and downward in steps, skips, and leaps:
  - through reading musical notation
  - through playing musical examples
  - through listening to musical examples
- playing melodic phrases that move upward and downward in steps, skips, and leaps, through performance as well as reading written music/notation.
- playing by ear, familiar tunes which demonstrate technical and musical skills previously introduced
- defining and recognizing formal musical organizations:
  - theme
  - theme and variations
  - round
  - introduction

### **Assessments**

#### **Performance Assessment**

**Benchmark Assessment:** Teacher will evaluate individuals understanding of how to recognize and play melodic phrases that move upward and downward in steps, while reading music and musical notation that will enable them to

successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.

**Formative:** Teacher will evaluate individuals understanding of how to recognize and play melodic phrases that move upward and downward in steps, while reading music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons.

**Summative:** Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates recognition and an understanding of how to play melodic phrases that move upward and downward in steps, skips, and leaps, while reading music and musical notation that will enable them to successfully play their instruments.

**Alternative Assessments:** Teacher may simplify and/or modify the melody in the song or part of the song; teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.)

### Resources

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series

*by Harold Rusch and J. Frederick Muller*

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts

Musical Instruments

Instructional Music Videos

Recorded examples of music

### Reflections

*What worked well? What needs to be improved? What resources do you need or recommend?*

## Visual & Performing Arts - Instrumental Music (Strings) Grade 3 Unit 5: Rhythm

### Grade 3 Week 1 - 38

#### **National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

#### **Novice:**

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, Electronic Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

**Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

**Unit Rationale**

**Beginner (Novice)**

Rhythm is a basic Element of Music which is important to reading music, singing music, and playing music with instruments

Rhythm is a patterned recurrence of a beat in music. This pattern provides movement to the music.

Students need to understand Rhythm in order to successfully participate in learning to read music and play an instrument.

**Intermediate & Advanced**

Students will learn how to count and perform rhythm patterns that are characteristic to their developmental abilities.

**Enduring Understandings**

Students will understand:

**Beginner (Novice)**

- Rhythm is a patterned recurrence of a beat in music. This pattern provides movement to the music.
- Rhythm is also a combination of note values and rest values that can be counted and performed.
- How to count and read basic note values and rest values which are developmentally appropriate.

**Intermediate & Advanced**

**Essential Questions**

**Beginner (Novice)**

What is rhythm in music?

How do we count and read rhythm in music?

**Intermediate & Advanced**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• How to count and perform rhythm patterns that are characteristic to their developmental abilities.</li> <li>• How to learn to read, count and perform more complex rhythm patterns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>How should I count and perform more complex rhythm patterns I may find in my music?</p>                                                                                                                                                                                                                                                                                                                                                                      |
| <p><u>Rhythm - definition</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Content</b></p> <p>Students will be able to:</p> <p><b><u>Beginner (Novice)</u></b></p> <ul style="list-style-type: none"> <li>• Define rhythm</li> <li>• Counting and reading basic note values and rest values which are developmentally appropriate: <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests</li> </ul> </li> <li>• Tapping or clapping rhythm</li> <li>• Playing rhythm on instruments</li> <li>• Define and Perform in Common Time 4/4, 3/4, and 2/4 time signatures</li> <li>• Count and Perform rhythm patterns incorporating ties</li> <li>• Replicate and conduct patterns used in 4/4, 3/4, and 2/4 meter</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Skills</b></p> <p><b><u>Bloom's Taxonomy</u></b></p> <p>Students will demonstrate an understanding of rhythm in the following ways:</p> <p><b><u>Beginner (Novice)</u></b></p> <ul style="list-style-type: none"> <li>• defining rhythm</li> <li>• counting and reading basic note values and rest values which are developmentally appropriate</li> <li>• tapping or clapping rhythm</li> <li>• playing rhythm on instruments</li> </ul>                 |
| <p><b><u>Intermediate &amp; Advanced</u></b></p> <ul style="list-style-type: none"> <li>• Count and Perform rhythm patterns that are characteristic to their developmental abilities. <ul style="list-style-type: none"> <li>• These rhythm patterns may incorporate: whole notes, 1/2, 1/4, 1/8, &amp; 1/16 notes &amp; rests, as well as syncopation &amp; dotted eighth notes</li> </ul> </li> <li>• Define and Perform in Cut Time 3/8 &amp; 6/8 time signatures.</li> <li>• Read &amp; Perform rhythm patterns incorporating syncopation</li> <li>• Learn how to read, count and perform more complex rhythm patterns.</li> <li>• Replicate and conduct the one-beat, two beat, three-beat, four-beat, &amp; six-beat patterns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b><u>Intermediate &amp; Advanced</u></b></p> <ul style="list-style-type: none"> <li>• counting and perform rhythm patterns</li> <li>• learning to read more complex rhythm patterns</li> <li>• counting and performing more complex rhythm patterns</li> <li>• conducting rhythm patterns in various meter</li> <li>• reading, counting and performing syncopation</li> <li>• defining and performing in cut-time, 3/8 &amp; 6/8 time signatures</li> </ul> |
| <p><b>Assessments</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Performance Assessment</b></p> <p><b>Benchmark Assessment:</b> Teacher will evaluate individuals understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.</p> <p><b>Formative:</b> Teacher will evaluate individuals understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons.</p> <p><b>Summative:</b> Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play their instruments.</p> <p><b>Alternative Assessments:</b> Teacher may simplify the rhythms in the song or part of the song; teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&amp;T, ELL, &amp; 504 Students.)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

**Resources**

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series

*by Harold Rusch and J. Frederick Muller*

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts

Musical Instruments

Recorded examples of music

staff paper

Electronic Metronomes

Instructional Music Videos

conductor's baton (\*optional)

Reflections

*What worked well? What needs to be improved? What resources do you need or recommend?*

**Visual & Performing Arts - Instrumental Music (Strings) Grade 3  
Unit 6: Instrumental Techniques**

**Grade 3 Week 1 - Week 38**

**National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

### **21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to enable students to better understand Instrumental Techniques, (skills), for their specific instrument that will enable them to successfully play their instruments.

#### **Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

### **Unit Rationale**

Students will learn necessary Instrumental Techniques, (skills), for their specific instrument that will enable them to successfully play their instruments.

### **Enduring Understandings**

Students will understand that different instruments have different Instrumental Techniques, (Skills), that must be learned for their specific instrument.

Learning these specific skills/techniques will enable them to successfully play their instruments.

### **Essential Questions**

What do I need to know about my musical instrument to be able to play it successfully?

### **Content**

#### **Instrumental Techniques:**

#### **A. Basic string bowings and articulations:**

- down bow & up bow
- Pizzicato - plucking & Arco - bowed

#### **B. Open Strings & Finger Placement**

- correct finger placement
- correct finger pressure
- playing notes "in-tune"

### **Skills**

#### **Bloom's Taxonomy**

Students will demonstrate an understanding of the Instrumental Techniques for their specific instrument by:

- understanding and bowing (down bow & up bow)
- understanding and playing Pizzicato (plucked) & Arco (bowed)
- understanding how to place fingers correctly on open strings to play notes correctly and in tune

### **Assessments**

#### **Performance Assessment**

**Benchmark Assessment:** Teacher will evaluate individuals' understanding of specific skills/techniques that will enable them to successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.

**Formative:** Teacher will evaluate individuals' understanding of specific skills/techniques that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons.

**Summative:** Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of specific skills/techniques that will enable them to successfully play their instruments.

**Summative:** Concert Performances

**Alternative Assessments:** Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.)

### Resources

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series

*by Harold Rusch and J. Frederick Muller*

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Sheet Music and music for Concerts

Additional Music and Materials

Musical Instruments

Instructional Music Videos

### Reflections

*What worked well? What needs to be improved? What resources do you need or recommend?*

## Visual & Performing Arts - Instrumental Music Grade 3 Unit 7: Music Reading & Notation

### Grade 3 Week 1 - Week 38

#### **National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

#### **Novice:**

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

#### **Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

### **21st Century/ Technology/ Gifted/D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

#### **Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

### **Unit Rationale**

Understanding how to Read Music & Notation will enable music students to gain the skills necessary to enjoy learning to play/make music on their own, as well as being able to participate in music performance ensembles like orchestra.

#### **Enduring Understandings**

Students will understand that learning to read music a key to successfully learning to play/make music on their own.

Reading music and musical notation is an important skill necessary to be able to participate in music performance ensembles such as orchestra.

#### **Essential Questions**

How will I learn to read music or understand musical notation?

#### **Content**

Students learn how to read music and musical notation.

Students will use the following materials to learn how to read music and musical notation to successfully learn to play/make music on their own:

- Instrumental Music Method Books
- Sheet Music
- Music for Concerts

Students will learn to write simple notation using:

- notes
- rests
- musical symbols previously introduced

#### **Skills**

##### **Bloom's Taxonomy**

Students will demonstrate an understanding of how to read music and musical notation by:

- successfully playing music from their:
  - Instrumental Music Method Books
  - Sheet Music
  - Music for Concerts
- successfully reading music from their:
  - Instrumental Music Method Books
  - Sheet Music
  - Music for Concerts
- writing simple notation which may include:
  - notes, rests, and musical symbols previously introduced

### **Assessments**

#### **Performance Assessment**

**Benchmark Assessment:** Teacher will evaluate individuals understanding of how to read music and musical notation that will enable them to successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.

**Formative:** Teacher will evaluate individuals understanding of how to read music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons.

**Summative:** Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of how to read music and musical notation that will enable them to successfully play their instruments.

**Summative:** Concert Performances

**Alternative Assessments:** Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.)

## Resources

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series

by Harold Rusch and J. Frederick Muller

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Recorded examples of music

Sheet Music and music for Concerts

Musical Instruments

Instructional Music Videos

## Reflections

*What worked well? What needs to be improved? What resources do you need or recommend?*

## Visual & Performing Arts - Instrumental Music (Strings) Grade 3 Unit 8: Symbols & Terms

### Grade 3 Week 1 - Week 38

#### **National Core Arts Standards**

**NJSLS Standard 1.3C Music Ensemble Standards**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

#### **Novice:**

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

#### **Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

### **21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to facilitate students' understanding of Musical Symbols & Terms.

#### **Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

### **Unit Rationale**

Students will learn basic Musical Symbols & Terms to in order to successfully play a musical instrument.

#### **Enduring Understandings**

Students will understand that knowing basic Musical Symbols & Terms will help them learn to successfully play a musical instrument.

These Symbols & Terms will include:

- basic music vocabulary & symbols
- variations in dynamics
- variations in tempo

#### **Essential Questions**

What Musical Symbols & Terms would be helpful to know in order to successfully play a musical instrument?

#### **Content**

Students will learn basic Musical Symbols & Terms that will help them learn to successfully play a musical instrument.

Students will learn to define these terms & symbols and interpret them through performance.

These Symbols & Terms will include:

- basic string bowings and articulations:
  - down bow & up bow
  - Pizzicato - plucking & Arco - bowed
- basic music vocabulary & symbols:
  - Repeat sign, solo/soli, tutti, divisi, unison, accent, 1st & 2nd endings, one measure repeat sign, long rest, D.C.al Fine

#### **Skills**

##### **Bloom's Taxonomy**

Students will be able to demonstrate an understanding of musical Symbols & Terms by:

- defining musical symbols & terms
- understanding and bowing (down bow & up bow)
- understanding and playing Pizzicato (plucked) & Arco (bowed)
- explaining vocabulary for musical symbols & terms for dynamics
- explaining vocabulary for musical symbols & terms for tempo

- variations in dynamics:
  - piano, mezzo piano, mezzo forte, forte, crescendo & decrescendo
- variations in tempo:
  - Largo, Andante, Moderato, Allegro, Ritardando

- playing/performing musical examples of musical symbols & terms on instruments
- identify musical symbols & terms through listening to recorded examples of music

### Assessments

#### Performance Assessment

**Benchmark Assessment:** Teacher will evaluate individuals recognition and understanding of musical symbols & terms at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.

**Formative:** Teacher will evaluate individuals recognition and understanding of musical symbols & terms through assessment of performances of different sections of songs during instrumental music classes and lessons.

**Summative:** Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of musical symbols & terms..

**Alternative Assessments:** Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.)

### Resources

**Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series by *Harold Rusch and J. Frederick Muller*

**Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts & Additional Music & Materials

Musical Instruments & Recorded examples of music

Instructional Music Videos

### Reflections

*What worked well? What needs to be improved? What resources do you need or recommend?*

## Visual & Performing Arts - Instrumental Music (Strings) Grade 3 Unit 9: Performance

### Grade 3 Week 1 - Week 38

#### National Core Arts Standards

NJSLS Standard 1.3C Music Ensemble Standards

Anchor Standards #1, #2, #3 Creating

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

#### Novice:

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances

**NJSLS Standard 1.3D Music: Harmonizing Instruments**

**Anchor Standards #1, #2, #3 Creating**

**Anchor Standards #4, #5, #6 Performing/Presenting/Producing**

**Novice:**

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**21st Century/ Technology/ Gifted D.I./Social Emotional Learning**

**9.1 Personal Financial Literacy/ 9.2 Career Awareness, Exploration, Preparation, and Training**

**9.4 Life Literacies and Key Skills**

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4.2.CI.1: Life Literacies and Key Skills - Demonstrate openness to new ideas and perspectives - Brainstorming.

**Social Emotional Learning**

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

**Unit Rationale**

Students will successfully play their musical instruments demonstrating the skills they have learned.

All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Junior Orchestra or Orchestra.

**Enduring Understandings**

Students will enjoy playing their musical instruments successfully.

Students will demonstrate the skills they have learned.

Students will be able to experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Junior Orchestra and/or Orchestra.

**Essential Questions**

Will I be able to play my instrument successfully?

Will I be able to play my instrument with a group?

**Content**

Students will successfully play their musical instruments.

Students will demonstrate the skills they have learned from:

- Teacher Instruction
- Peer Instruction
- Instrumental Music Method Books
- Sheet Music

All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience

**Skills**

**Bloom's Taxonomy**

Students will:

- Successfully play their musical instruments
- Demonstrate the skills they have learned through performance
  - Participate in an Instrumental Music Ensemble
    - such as Junior Orchestra and/or Orchestra.
  - Experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Junior Orchestra and/or Orchestra.

the joy and success of performing as a member of an ensemble such as Band, Orchestra or Jazz Ensemble.

Students may demonstrate their performance skills in one or more of the following ways:

- Concert
- Assembly
- Recital
- Show

Students will Investigate Music Careers:

- Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.
- Relate how career choices, education and skills, along with demand for certain skills determines earning power and affect income.

### **Assessments**

#### **Performance Assessment**

##### **Benchmark:**

Teacher will observe students' individual and/or group ensemble playing/performances on their musical instrument(s), at the beginning of the learning of new songs to see where areas for growth appear.

##### **Formative: Performance: Rehearsals**

Teacher will observe students' individual and/or group ensemble performances on their musical instrument(s).

##### **Summative: Performance: Concert, Show, Recital**

Teacher will observe students' individual and/or group ensemble performances on their musical instrument(s).

Students may demonstrate their performance skills in one or more of the following ways:

- Concert
- Assembly
- Recital
- Show

**Alternative Assessments:** Teacher may simplify and/or modify the song or part of the song to be performed as a solo or ensemble piece. Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students; which may include: (S.E., G&T, ELL, & 504 Students.)

## **Resources**

### **Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books**

Muller-Rusch String Series

*by Harold Rusch and J. Frederick Muller*

### **Suzuki Violin School Volume 1 and or Volume 2**

by Dr. Shinichi Suzuki

Recorded examples of music

Sheet Music and music for Concerts

Electronic Tuners, Electronic Keyboards, Metronomes

Musical Instruments

Instructional Music Videos

Computers & the Internet and other audio & video recordings and other multimedia sources for:  
Performers, Composers, Arrangers, Conductors, Music related Careers.

## **Reflections**

*What worked well? What needs to be improved? What resources do you need or recommend?*