## INSTRUMENTAL MUSIC: Strings
Module 1 (Year 1)

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Music can be created in many ways.</th>
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<tbody>
<tr>
<td><strong>California Standards Addressed</strong></td>
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<tr>
<td>1.1</td>
<td>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</td>
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<td>1.6</td>
<td>Identify simple musical forms (e.g., AABA, AABB, round).</td>
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<td>2.1</td>
<td>Sing/play with accuracy in a developmentally appropriate range.</td>
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<td>2.2</td>
<td>Sing/play age appropriate songs from memory including round, partner songs and ostinatos.</td>
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<td>4.1</td>
<td>Select and use specific criteria in making judgments about the quality of a musical performance.</td>
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| Sample Performance Task | Students will play a 3 or 4 note (D, E, F#, G) song from memory such as *Hot Cross Buns*, *Mary Had a Little Lamb* or *Au Claire de la Lune* using *arco*. Students will perform their song for the class using good intonation, good tone, correct posture and fingerings while keeping a steady beat. |

**Scoring Tool: Checklist**

- Plays with correct body position.
- Is developing good intonation.
- Is developing good tone.
- Keeps a steady beat.
- Uses correct fingerings.
- Plays from memory.

*Standards are from Grade 3 unless otherwise indicated. The wording may have been modified for instrumental music.*
**SUGGESTED STEPS**

### Step 1: Echo note and rest values playing pizzicato on open strings keeping a steady beat (1-2 classes).

- Discuss the principles of good and bad pizzicato tone.
- Listen to examples of pizzicato, e.g., Pizzicato Polka by Strauss
- Practice how to produce a good tone using pizzicato.
- Play open string rhythmic patterns by rote using pizzicato, keeping a steady beat.
- Play open string rhythmic patterns from alternative notation using pizzicato.
- Write using a Journal Prompt: Describe the sound your instrument makes when you play pizzicato.

### Step 2: Echo note and rest values playing arco on open strings, keeping a steady beat (2-3 classes).

- Listen to examples of stringed instruments playing arco.
- Talk about how sound is produced on an instrument using the bow.
- Discuss and practice down and up bow.
- Describe, discuss and practice good tone using arco.
- Practice duplicating the tone modeled by the teacher.
- Play rhythmic patterns arco on open strings by rote and alternative notation.
- Write using a Journal Prompt: Describe the sound your instrument makes when you play arco. How is it different from pizzicato? Which sound do you like better?

### Step 3: Play rhythmic patterns using D, E, F# and G in first position on the D string using pizzicato and arco (4-5 classes).

- Echo-sing rhythmic patterns using D, E, F# and G.
- Echo-play rhythmic patterns using D, E, F# and G.
- Learn to write and play rhythmic patterns using D, E, F# and G from alternative notation. Use 1 rhythm pattern for all 4 notes and 1 pitch per measure.
- Analyze their own playing as it relates to the tone that is modeled by the teacher.
- Write using a Journal Prompt: Create 4 different rhythmic patterns using D, E, F# and G. Use 1 rhythm pattern for all 4 notes and 1 pitch per measure.

### Step 4: Play melodic patterns/songs using D, E, F# and G using pizzicato and arco. Identify simple musical forms. (2-3 classes)

- Listen to various examples of the 4 notes played by the teacher. (See suggested repertoire in Performance Task above.)
- Learn to write and play melodic patterns using D, E, F# and G from alternative notation.
- Play 3-4 note songs from alternative notation.
- Learn about and identify musical forms of the songs.
- Discuss and practice memorizing the songs.
- Write using a Journal Prompt: Using alternative notation, write a 4 measure melody using D, E, F# and G.

### Step 5: Do the Performance Task.

- Review and discuss the scoring checklist.
- Play the Performance Task in small groups, pairs, or as solos.