**INSTRUMENTAL MUSIC: Strings**  
Module 2 (Year 1)

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Music has a written language that represents sound and silence.</th>
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<tr>
<td>California Standards Addressed *</td>
<td>1.1 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>2.1 Sing/play with accuracy in a developmentally appropriate range.</td>
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<td>2.2 Sing/play age appropriate songs from memory including round, partner songs and ostinatos.</td>
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<td>3.2 Identify music from diverse cultures and time periods.</td>
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<td>4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</td>
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<td>5.4 Evaluate improvements in personal musical performances after practice or rehearsal. (Gr.4)</td>
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**Sample Performance Task**  
Students will read and perform a song using all the notes of the D major scale. 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

- Correct fingerings are used.
- Good intonation is being developed.
- Good tone is being developed.
- Posture and position are correct.
- The song is played while keeping a steady beat.

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

**Step 1: Use musical terminology related to the staff and identify/read notes (1-2 classes)**

- Discuss and identify the elements of basic notation including staff, clef, time signature, measure, double bar, repeat, quarter note and quarter rest. Identify down/up bow symbols.
- Read, sing and play rhythmic patterns (quarter notes/rests) on open strings from standard notation while keeping a steady beat.
- Write using a Journal Prompt: Draw a 4-measure staff. Include your clef sign, time signature and double bar.

**Step 2: Use musical terminology related to notation. Identify, read and play songs using D, E, F# and G from standard notation (3-5 classes).**

- Sing and play simple melodic patterns using D, E, F# and G from standard notation.
- Read and play a song using D, E, F# and G.
- Create and play a 4 measure melody using the notation for D, E, F# and G as a class.
- Work with a partner to create an original 4-measure melody and play it for the class.
- Write using a Journal Prompt: Write a 4-measure melody on the staff using D, E, F# and G.

**Step 3: Read and play songs using A, B, C# and D (3-5 classes).**

- Read, sing and play simple melodic patterns using A, B, C# and D from standard notation.
- Read and play a song using A, B, C# and D.
- As a class, then with a partner, create and play a 4 measure melody using standard notation for A, B, C# and D.
- Write using a Journal Prompt: Write a 4-measure melody on the staff using A, B, C# and D.

**Step 4: Read and play songs using all the notes of the D major scale. (3-5 Classes)**

- Read and play the D major scale.
- Play rhythmic patterns in D major.
- Sing and play simple melodic patterns in D major.
- Write and play melodic patterns using the notes in D major.
- Read, sing, and play songs using all the notes of the D major scale.
- Write using a Journal Prompt: Using the 4/4 time signature, write the D major scale on the staff.

**Step 5: Read and play patterns using quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes and whole rests. (3-5 Classes)**

- Identify, count, clap, sing and play rhythmic patterns using quarter notes, quarter rests and eighth notes.
- Identify, count, clap, sing and play half note and half rest rhythmic patterns.
- Identify, count, clap, sing and play rhythmic patterns using quarter notes, quarter rests, half notes, half rests, whole notes, whole rests and eighth notes.
- Write using a Journal Prompt: Using the 4/4 time signature, write a 4 measure rhythmic pattern using learned note and rest values.

**Step 5: Do the Performance Task.**
• Review the scoring checklist.
• Play the **Performance Task** in small groups, pairs, or as solos.