

MUSIC CURRICULUM SUMMARY

The purpose of the Music Curriculum Summary is to present an overview of the Elementary Music Instrumental Strings Level III curriculum. Parents are the intended audience of the Music Curriculum Summary.

Theory	Technique
<p>Staff Components</p> <ul style="list-style-type: none"> - Five Line Staff - Treble, Alto, Bass, Clef - Bar Lines - Measure - Double Bar Lines <p>Note Reading</p> <ul style="list-style-type: none"> - Finger Pattern #1 <p>Rhythms</p> <ul style="list-style-type: none"> - Steady Beat - Quarter Note - Eighth Note <p>Musical Terms</p> <ul style="list-style-type: none"> - Pizzicato - Beat - Musical Staff - Bar Line - Measure - Notes - Rests - Clef - Time Signature - Double Bar 	<p>Instrument and bow parts</p> <p>Instrument hold</p> <p>Bow hold:</p> <ul style="list-style-type: none"> - Curved fingers <p>Bow stroke:</p> <ul style="list-style-type: none"> - Parallel to bridge - Produces proper tone <p>Correct posture:</p> <ul style="list-style-type: none"> - Standing straight & tall - Sitting straight and tall <p>Left hand position:</p> <ul style="list-style-type: none"> - Fingers curved - Correct finger placement on string <p>Intonation:</p> <ul style="list-style-type: none"> - Bow markings: <ul style="list-style-type: none"> Down Bow Up Bow Bow Lift - Care of Instrument and bow: <ul style="list-style-type: none"> Instrument in case when not played Keep away from heat and cold Rosin bow 2-3 times/week Wipe off rosin dust daily Tighten bow to play, loosen to put away
Expression	Cultural Influence
<ul style="list-style-type: none"> - Allegro - Moderato - D.C. al fine 	<ul style="list-style-type: none"> - Music influences cultural events - Cultural events can influence music

**BOARD APPROVED 3/2005 ELEMENTARY MUSIC INSTRUMENTAL STRINGS LEVEL III
GRADES 3 - 5**

Critical Analysis	Style				
<ul style="list-style-type: none"> - Self-Assessment - Group-assessment 	<ul style="list-style-type: none"> - Perform pieces of various styles <table style="margin-left: 40px; border: none;"> <tr> <td>Folk songs</td> <td>Nationalistic</td> </tr> <tr> <td>Classical</td> <td>Waltz</td> </tr> </table> 	Folk songs	Nationalistic	Classical	Waltz
Folk songs	Nationalistic				
Classical	Waltz				
Performance	Technology				
<ul style="list-style-type: none"> - Practicing - Play with accompaniment - Behavior / Etiquette 	<ul style="list-style-type: none"> - Conducting patterns - Small and large ensembles - Improvisation 				