

String Project INTERMEDIATE GROUP CURRICULUM



"Our priorities are beauty and expressiveness. And students must come to believe that a melody isn't learned until it is played beautifully and expressively."

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Course Two
Intermediate Group

Still Playing by Ear while Learning to Read Music

Time frame: Second semester of instruction

String pedagogy/musical literacy approaches utilized at this stage: Suzuki, Rolland, Kodaly and Gordon

Suggested method books (one will serve the purpose): Crock, W., Dick W. & Scott L. *Learning Together* or Suzuki, S. *Book 1*

Suggested music reading books (one will serve purpose): Rolland, P. *Young Strings in Action* Vol. 1 & Martin, J. *I Can Read Music* Vol. 1

Materials that students need to have: three ring binder with protective sheets for handouts received in the class, instruments/bows with all accessories and feet charts; Crock, W., Dick W. & Scott L. *Learning Together* or Suzuki, S. *Book 1*; **feet charts and practicing CDs.**

Markings on the bow: Color scotch tape placed in middle (red), quarters (blue) and eight (yellow) parts of the bow stick.

Markings on the instrument: Small dot stickers for fingers, *butterfly* stickers for thumb, *bee* sticker for the base of index finger, middle position sticker, high position sticker

Markings on the bow hand: *Two Middle Lines* and *Corner Dot*

Markings on the instrument hand: *Magic Dot* and *Magic X*

Classroom setting: Later in the semester students are sitting (one student per stand); stands/chairs arranged in rows and columns.

Each class during this course is divided in three distinct parts:

- a) Learning by ear
- b) Learning to read music away from instrument
- c) Learning to read music with instrument (later in the semester)

* NEW! BOW HOLD AT BALANCE POINT (Roland's *Early Bow Hold*) followed by the PROFESSIONAL BOW HOLD

Learning by ear:

- Suzuki *Twinkle Variations B, D and E*
- *Lightly Raw*
- *Song of the Wind*
- *Go Tell Aunt Rhode*

(If attending classes twice a week and practicing at home with the *practicing CDs* most of the students will learn *Lightly Raw* and *Song of the Wind* by the end of second semester; *Go Tell Aunt Rhode* is stretch for most students but it is motivational to aim for).

Learning to read music away from instrument:

- Rhythm:
 - “Writing” rhythm patterns with popsicle sticks (*Ding, Dong, I’ve Got the Rhythm in my Head*)
 - Flash cards (*Message*)
 - Kodaly’s approach: keeping the beat while saying *Ta Ta* (quarter notes) and *Ti Ti* (eighth notes) etc. or Kempter’s approach: saying note values while doing hand motions of appropriate length: *Quarter, Eight Notes, Half Note, Half Note Dot, Hold That Whole Note*
 - Writing basic rhythm patterns on paper (no staff lines)
- Pitch:
 - Staff paper (laminated with big spaces)
 - Poker chip
 - Names of the notes in all three clefs
 - Writing (copy) the notes on staff paper
- **Learning to read music with instrument:**
 - *Young Strings in Action* Vol. 1 (pizz. pages)
 - *I Can Read Music* Vol. 1 (corresponding pages)
 - *Learning Together*
 - *Book 1* (Suzuki)
- **New Left Hand Skills:**
 - Twinkle Theme in harmonics
 - Fingering patterns 1 & 2 with Twinkle Var. A rhythm

(Keep practicing all shifting and vibrato exercises introduced in Course 1).

- **New Right Hand Skills:**
 - Bow strokes (bow styles): *detache, staccato & martelle*

Suggested Third Performance Program (before Spring Break, just for parents):

- Suzuki *Twinkle Variations A, B and E*
- *Lightly Raw*
- *Song of the Wind*
- *French Folk Song*
- Selections from *Young Strings in Action*
- *Twinkle Theme* (D major)

Educational Objectives and Assessment Suggestions

Skill (Behavioral) Objectives: At the end of this course the string student will be able to:

- a) Play by ear all five Twinkle Variations and the Theme with the correct usage of the bow and fingering
- b) Play by ear *Lightly Raw*, *Song of the Wind* and *Go Tell Aunt Rhode* with correct left and right hand techniques
- c) Play *detache*, *staccato* & *martele* bow strokes on open strings and one octave D & G major scales
- d) Read and write notes on line and spaces
- e) Read and write rhythm patterns that include: quarter notes and rests, eighth notes, half notes, dotted half notes and whole notes.
- f) Read the music while playing simple exercises and songs

Assessment: Playing Skills Check-Off Chart (for songs played by ear), mini-written tests for reading and writing notes (for reading music away from the instrument) and mini-playing tests (for reading the music while playing instruments – students say the rhythm and names of the notes while playing)

Cognitive Objectives: At the end of this course the string student will know and/or be able to verbally explain:

- a) Learning points in all songs we learned to play in the class by ear
- b) Name the clefs and notes
- c) Take simple rhythmic dictation

Assessment: Mini oral and aural exams, written dictation

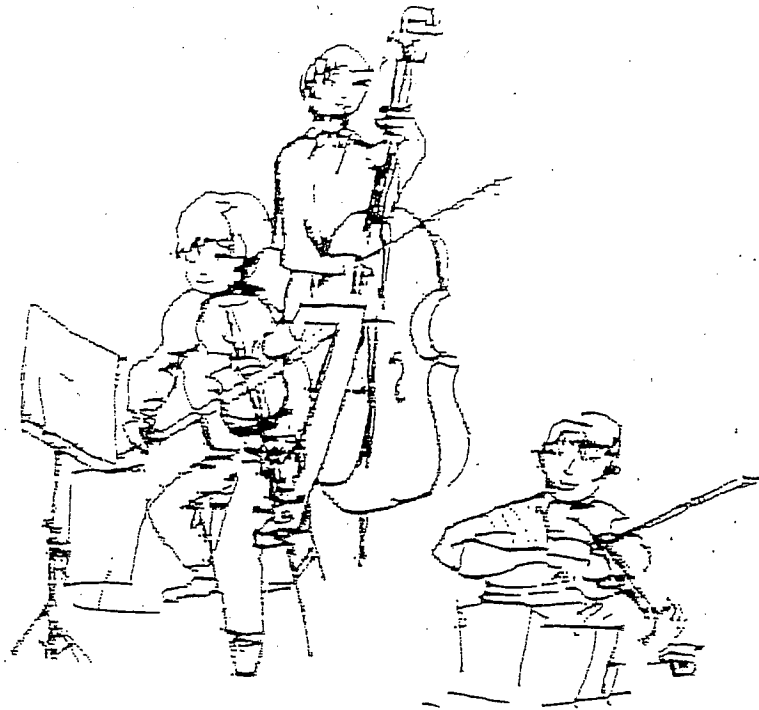
Affective Objectives: At the end of this course the string student will develop following attitudes:

- a) Habit of regular practicing
- b) Excitement about being able to read music
- c) Excitement for music as an art form
- d) Excitement about learning in group situation

Assessment: Practicing Logs, *Likert Scale* (e.g. Which song do you like the best and why?)

CELEBRATE AND REFLECT!!!

String Project ORCHESTRA ONE & ORCHESTRA TWO CURRICULUM



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Course Three

Reading Music in Orchestra Setting While Continuing Developing Playing Skills
by Playing by Ear

Time frame: Third and beyond semester of instruction

String pedagogy/musical literacy approaches utilized at this stage: Suzuki, Rolland, Bornoff, Kodaly and Gordon

Suggested method books: as in Course 2; additional considerations Shade T. & Woolstenhulme J. *String Basics Book 1* or Frost, R. & Fischbach G. *Artistry in Strings Book 1*, Frost, R. & Fischbach G.

Suggested first orchestra pieces: Hofeldt W. *On The Go* for beginning orchestra, (Opus One Music Publications); Hopkins M. *Knik Knock* for beginning orchestra, Hopkins M. (Kendor Music, Inc.); Compello J. *Aunt Rhodie's Appetite* for beginning orchestra, Compello J. (Carl Fisher), Traditional, arranged by Terry C. *Alouette* (Phoenix Music)

Materials that students need to have: three ring binder with protective sheets for handouts received in the class, instruments/bows with all accessories and feet charts; Crock, W., Dick W. & Scott L. *Learning Together* or Suzuki, S. *Book 1, practicing CD.*

Markings on the bow: Color scotch tape placed in middle (red), quarters (blue) and eight (yellow) parts of the bow stick

Markings on the instrument: Small dot stickers for fingers, *Butterfly* stickers for thumb, *Bee* sticker for the base of index finger, middle position sticker, high position sticker

Markings on the bow hand: *Two Middle Lines* and *Corner Dot*

Markings on the instrument hand: *Magic Dot* and *Magic X*

Classroom setting: standard orchestra formation; frequently change sitting arrangements

Each class during this course is divided in three distinct parts:

- a) Learning by ear
- b) Reading rhythms and names of the notes with instrument
- c) Playing orchestra pieces

Learning by ear:

- *Go Tell Aunt Rhode*
- *O, Come Little Children*
- *May Song* (summer practicing song)
- *Long, Long Ago*
- *Perpetual Motion*
- *Review of all previously learned songs*

Reading music with instrument:

- *I Can Read Music*
- *Learning Together* or *Suzuki Book 1*
- Other method book of teacher's choice

- Orchestra pieces (Grade 1 level)

Suggested Orchestra Pieces for Orchestra 1:

- *Knick Knock* (Grade 1): fun piece that teaches counting, as well as some of the “extended techniques”
- *On The Go* (Grade 1): seven playful and interesting pieces of contrasting characters, G major and D major, 2/4, 2/2, 4/4 and 3/4 meters
- *Aunt Rhodie’s Appetite* (Grade 1): fun and simple piece to play and act along; can be transformed into mini-musical
- *Alouette* (Grade 1): fun piece with legato lines; good for developing listening in the orchestra skills

Three steps for learning orchestra pieces:

1. Playing the rhythm of the piece on open D string while saying note values
2. Playing the pitches of the piece in *pizzicato* while singing the absolute names of the notes
3. Putting it together.
(Teach/learn only eight measures (or so) at the time; first week steps to be done with each section of the orchestra individually while other students are asked to shadow bowing or to softly pluck their pitches).

New Left Hand Skills:

- Fingering patterns 1, 2 & 3
- Vibrato exercise with instrument and no bow

(Keep practicing left hand playing techniques introduced by now during the warm-up or transition times of each class period).

New Right Hand Skills:

- Bow strokes (bow styles): two & four slurred staccato notes; *loure* (*portato*); *spicatto*

(Introduce those bow styles, define them and teach them first on open strings, then on scales, and finally on *Twinkle, Twinkle* song. Keep practicing left hand playing techniques introduced by now during the warm-up or transition times of each class period).

Scales:

- One and two octaves major scales: C, G, D, A (violins) & F
- One octave minor scales: c, g, d, a (violin) & f

Suggested Fourth Performance Program:

- *Twinkle Variations A* juxtaposed with *May Song*
- *Knick Knock*
- *On The Go: Pogostick*
- *Aunt Rhode’s Appetite* (optional)

Educational Objectives and Assessment Suggestions

Skill (Behavioral) Objectives: At the end of this course the string student will be able to:

- a) Play Twinkle juxtaposed to May Song with correct techniques
- b) Play Grade 1 orchestra pieces with correct techniques
- c) Read all notes in first position
- d) Read rhythm patterns that include all previous, along with eight and half rests, sixteen notes, and rests

Assessment: Playing Skills Check-Off Chart (for songs played by ear), regular quizzes on reading music, and mini-playing tests for orchestra music

Cognitive Objectives: At the end of this course the string student will know and be able to verbally explain:

- a) Facts about composers
- b) Concepts of balance in orchestra
- c) Elements of musical interpretation

Assessment: Oral quizzes

Affective Objectives: At the end of this course the string student will develop following attitudes:

- a) Habit of regular practicing
- b) Excitement about being able to play in orchestra
- c) Excitement for music as a way to express yourself in beautiful (aesthetic) way
- d) Excitement about learning in group situation

Assessment: Practicing Logs, *Feelings Questioner* ("What do you like or dislike about the orchestra class?")

TIME FOR BIG PARTY AND TIME TO RELAX!!!!