

**INSTRUMENTAL MUSIC: Strings**  
**Module 4 (Year 2)**

| Enduring Understanding           | Music is more meaningful when the expressive elements are included in a performance.   |  |
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| California Standards Addressed * | 1.1  | Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests. |
|                                  | 1.1  | Read, write and perform melodic notation for simple songs. (Gr.4)  |
|                                  | 2.1  | Sing/play with accuracy in a developmentally appropriate range.  |
|                                  | 2.2  | Play songs using standard notation.  |
|                                  | 3.2  | Identify music from diverse cultures and time periods.   |
|                                  | 4.1  | Select and use specific criteria in making judgments about the quality of a musical performance.   |
|                                  | 5.4  | Evaluate improvements in personal musical performances after practice or rehearsal. (Gr.4)   |
| Sample Performance Task          | <p>Students will choose, practice and perform for the class a solo from the teacher’s list. Students will use a variety of expressive elements in their performance. Students may memorize or use their music at the performance. Students will announce their solo to the audience and take a bow at the end.</p> <p><b>Scoring Tool:</b> Checklist</p> <ul style="list-style-type: none"> <li>• Correct fingerings and bowings are used.</li> <li>• Good intonation and tone are being developed.</li> <li>• The song is played while keeping a steady beat.</li> <li>• A variety of expressive elements are used.</li> <li>• Posture and position are correct.</li> <li>• Performance includes announcement and bow.</li> </ul> |  |

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

## SUGGESTED STEPS

### Step 1: Discuss and select a solo from the teacher's list (1 class).

- Listen to the solo choices.
- Choose a solo to perform.
- Analyze the solo by identifying its key signature, time signature, bowing variations and form.
- Practice playing all or part of the solo.
- Write using a Journal Prompt: Make a plan for learning your solo. Write down the steps and ideas to improve your playing.

### Step 2: Identify, describe and practice expressive elements such as dynamics, ritardando and fermata (2-3 classes).

- Learn about the expressive elements of music.
- Use their voices to produce a variety of expressive elements.
- Discuss, describe and practice by rote on open strings bow techniques that develop expressive elements.
- Use expressive elements while playing familiar melodic patterns by rote.
- Identify, describe and play melodic selections from notation using a variety of expressive elements.
- Work in small groups to add expressive elements to a familiar song.
- Write using a Journal Prompt: Make your own glossary of expressive terms.

### Step 3: Analyze and incorporate expressive elements in their solo (1-2 classes).

- Discuss appropriate musical expression in their solo.
- Mark and incorporate musical expression in their solo with teacher input.
- Demonstrate musical expression in their solo by playing for the class.
- Write using a Journal Prompt: Describe the musical expressions chosen for your solo. Do you agree/disagree and why?

### Step 4: Prepare for their solos.

- Discuss and demonstrate concert preparation.
- Explore and write about the musical significance of their solo selection (history, origin, culture) with teacher input.
- Practice their introduction, song and bow.
- Write using a Journal Prompt: Revise and rewrite your introduction as needed.

### Step 5: Do the Performance Task

- Review the scoring checklist.
- Do the **Performance Task**.