

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
September - ongoing	Tuning	Establish a tuning routine. Develop listening skills and make adjustments utilizing pegs and fine tuners. Use electronic tuners, a tuning fork, or a given reference pitch.	1.1, 1.3, 1.4	Individual checks, tuning evaluations, teacher assistance, peer evaluation and assistance
September - ongoing	Instrument Care and Maintenance	Identify and determine needs: replacement of strings, cleaning instrument; bridge realignment or replacement, bow repair, proper handling of instrument and bow, tightening and loosening of horsehair for playing and storage.	1.3, 1.4, 1.5	Student evaluation of instrument/bow needs; teacher checks
September - ongoing	Posture	Identify and demonstrate proper instrument placement, balance, playing position: seated (all), standing (violin, viola, bass), sharing a stand (necessary angles for optimal visual and physical proximity).	1.1, 1.4, 1.5	Student adjustments, written and aural self-evaluations, critiques reflecting progress (Midterm and Final).
September - ongoing	Left Hand Skills: Technique Development, Part I	Give attention to curving fingertips, position of wrist, elbow, arm, shoulder in relation to the instrument; finger patterns: whole steps and half steps; intonation/accuracy. Develop listening skills.	1.2, 1.4	Student demonstration of techniques; quizzes and teacher evaluations; self-critique and adjustments
September - ongoing	Left Hand Skills: Technique Development, Part II	Utilize the following techniques: shifting; vibrato, perform in 1st through 5th positions. Develop speed/facility; coordinate with the right hand.	1.2, 1.4	Student demonstration of techniques; quizzes and teacher evaluations; self-critique and adjustments. Application in performance.
September - ongoing	Bowing Skills: Technique Development, Part I	Refine of bow hold and position (fingers, hand, wrist, arm). Develop bow placement (frog, middle, tip) with attention to elbow, arm, shoulder. Apply proper bow division. Choose and apply bow placement and divisions and based on style, dynamics, and expressive intentions.	1.2, 1.4, 1.5	Student demonstration of techniques; quizzes and teacher evaluations. Written self-evaluation (Midterm and Final). Application in performance.
September - ongoing	Bowing Skills: Technique Development, Part II	Perform bowings: detache, legato, staccato, marcato, martele, spiccato, ricochet, colle, loure, hooked bowings, slurs. Determine bowings required in repertoire and apply based on style, historical usage, and interpretation.	1.2, 1.3, 1.4, 1.5	Individual and group demonstrations of techniques. Aural identification.
September - ongoing	Bowing Skills: Technique Development, Part III	Use bowings to vary dynamics: accents, tone shading, emphasis, color, implications for phrasing and style	1.2, 1.3, 1.4, 1.5	Individual and group demonstrations of techniques. Aural identification.
September - ongoing	Bowing Skills: Tone Production	Explain and demonstrate bow control (3 factors of tone production: speed, weight, contact point); string vibration for optimal tone production. Develop listening skills.	1.2, 1.3, 1.4	Student demonstration and adjustments, written description.
September - ongoing	Pizzicato	Utilize pizzicato techniques: right hand (lean thumb, normal bow hold, follow through motion); left hand.	1.2, 1.4	Individual and group demonstrations of techniques with adjustments for optimal performance.

September - ongoing	Music Theory/Performance Development: Scales and Arpeggios	Perform scales and arpeggios in all 15 keys, major and minor; chromatic scales. Play patterns: fingering, bowing, rhythms; broken 3rds and sequences.	1.3	Sectional performances.
September - ongoing	Music Theory/Performance Development: Dynamics, Tempo Markings, Time Signatures	Read and perform dynamics (pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo), tempo markings (Largo, Adagio, Andante, Moderato, Allegretto, Allegro, Vivace, Presto; modifiers - con moto, meno mosso, piu mosso, accelerando, ritardando, allargando; terms as found in repertoire); Time signatures (simple, compound, and asymmetric meters - 4/4, 3/4, 2/4, 2/2, 6/8, 9/8, 12/8, 5/4; as found in repertoire). Follow conducting patterns.	1.1, 1.2, 1.3, 1.4	Ensemble demonstration, discussion, and performance; sectional performances and cohesiveness.
September - ongoing	Music Theory/Performance Development: Articulations and Rhythms	Read and perform accents, sforzando, tenuto, bowing styles as indicated in repertoire. Read and perform note values as indicated in repertoire: whole, half, quarter, eighth, sixteenth, dotted note values, ties, all related rests.	1.1, 1.2, 1.3, 1.4	Individual application of articulations and rhythms found in repertoire. Aural identification demonstration through performance.
September - ongoing	Sightreading	Develop strategies for and competence in reading music not previously studied.	1.3, 1.4	Class discussion and performance.
September - ongoing	Sectional Work and Ensemble	Identify elements of balance, tone, timbre, rhythmic precision, interpretation, style, phrasing.	1.2, 1.3, 1.4	Discuss and determine strategies and goals related to each piece performed. Group critique.
September - ongoing	Performance and Rehearsal Procedures	Demonstrate concert etiquette: behavior, dress; set-up, tuning, posture, stage presence, performing for an audience.	1.2, 1.4, 1.5	Individual and ensemble demonstration in December, March, and May concerts, and other performances as scheduled.
September - ongoing	Compositional Forms	Discuss and perform: symphony, concerto, concerto grosso, overture, theme and variations, medley, aria, march.	1.1, 1.2, 1.3, 1.4, 1.5	Aural identification. Define and describe form of repertoire selections under study.
September - ongoing	Musical Styles and Time Periods	Identify, discuss, and perform musical compositions reflecting the following periods and genres: Baroque, Classical, Romantic, Impressionistic, Nationalistic, Contemporary, Opera, Folk music, Film score, Broadway musical, Jazz..	1.2, 1.5	Describe compositional style and perform with appropriate stylistic characteristics utilizing historically-based technical and expressive elements.
September - ongoing	Composers	Bach, Vivaldi, Handel, Telemann, Mozart, Beethoven, Haydn, Brahms, Schubert, Bizet, Smetana, Dvorak, Tchaikovsky, Rossini, Saint-Saens, Strauss, Grieg, Puccini, Rimsky-Korsakov, Bartok, Hofeldt, as found in repertoire under study.	1.1, 1.4, 1.5	Identify composer relative to time period and style; give a brief description of biographical information. Match composers to titles of compositions.
September - ongoing	Ensembles	Identify and perform in the following string performance formats: string orchestra, symphony orchestra, chamber music, solo repertoire.	1.1, 1.2, 1.5	In-class and public concerts and recitals. Final exam performance.

