

Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 5	<p><b>First Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Basic Notation</li> <li>2. Parts of Instrument</li> <li>3. Instrument accessories</li> <li>4. Pizzicato</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Quarter note and quarter rest</li> <li>2. 4/4 ( Time signature )</li> <li>3. Basic counting</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Basic intonation</li> <li>2. Basic tone quality (Pizzicato)</li> </ol> <p>D. Pitch ( Open D - 0/D, 1/E, 2/F#, 3/G, 0/A )</p> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Pure tone</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Pizzicato</li> </ol> <p>G. Instrument maintenance</p> <ol style="list-style-type: none"> <li>1. Basic skills</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Basic skills</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p> <p>Improvisation</p>	TBA	<p><u>Math</u>: Parallel and perpendicular lines</p> <p><u>Language Arts</u>: Vocabulary, printed instructions</p> <p><u>Science</u>: Basic acoustics, mechanics of string vibration</p>

DRAFT

TBA RESOURCE KEY



Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 5	<p><b>Second Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Balance point</li> <li>2. Scales</li> <li>3. Shift (bass only)</li> <li>4. Position (bass only)</li> <li>5. Bracket (violin, viola, cello)</li> <li>6. Ledger line</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Quarter note and quarter rest patterns</li> <li>2. 4/4 meter</li> <li>3. Counting subdivisions</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Basic intonation</li> <li>2. One octave D Major scale</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. One octave D major scale</li> <li>2. 0/A, 1/B, 2/C#, 3/D (A string: violin, viola, and cello, G string: bass)</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Performance – pure tone</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Performance – bow</li> </ol> <p>G. Instrument maintenance</p> <ol style="list-style-type: none"> <li>1. Basic skills</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Basic skills</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p> <p>Composition (melody)</p>	TBA	<p><u>Math</u>: Rhythm</p> <p><u>Language Arts</u>: Use of symbols, vocabulary, printed instructions</p>

DRAFT

TBA RESOURCE KEY



Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 5	<p><b>Third Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Key signature</li> <li>2. Melody</li> <li>3. Harmony</li> <li>4. Duet</li> <li>5. Arco</li> <li>6. Down bow</li> <li>7. Up bow</li> <li>8. Major key</li> <li>9. Bow lifts</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Shadow bowing in rhythmic patterns</li> <li>2. Real bowing in rhythmic patterns</li> <li>3. Echoing teacher rhythmic patterns</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Basic intonation</li> <li>2. Basic tone quality</li> <li>3. Echoing teacher melodically</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Basic notation</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Pure tone (arco)</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Play position</li> <li>2. Rest position</li> <li>3. String level changes</li> <li>4. Bow lifts</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Basic skills – instrument and bow</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p> <p>Composition (harmony part)</p>	TBA	<p><u>Math</u>: Bow angles, balance point of bow, rhythm</p> <p><u>Language Arts</u>: Printed instructions</p>

DRAFT

TBA RESOURCE KEY



Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2	<p><b>Fourth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. First ending/second ending</li> <li>2. Tempo markings</li> <li>3. Allegro</li> <li>4. Moderato</li> <li>5. Andante</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Shadow bow</li> <li>2. Real bow</li> <li>3. Echo</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Intonation</li> <li>2. Tone quality</li> <li>3. Melody echo</li> <li>4. ¾ meter</li> <li>5. Dotted half note</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. D major scale – 1 octave</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Improved pure tone</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Bow control</li> <li>2. Keeping finger down while bowing on a different open string</li> <li>3. Ties &amp; slurs</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Basic skills – instrument and bow</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	TBA	<p><u>Math</u>: Tempo, time signature, bow placement angles</p> <p><u>Language Arts</u>: Vocabulary, printed instructions</p> <p><u>Foreign Language</u>: Italian terms</p>

DRAFT

TBA	RESOURCE KEY
-----	--------------

Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>4, 5</p> <p>3, 5</p>	<p><b>Fourth Six Weeks</b></p> <p>J. Music Reading</p> <ol style="list-style-type: none"> <li>1. Bow direction markings</li> <li>2. First and second endings</li> <li>3. Tempo markings</li> <li>4. Reading parts from a score</li> </ol> <p>K. Vocalization</p> <ol style="list-style-type: none"> <li>1. Parts</li> </ol> <p>L. Improvisation and Composition</p> <ol style="list-style-type: none"> <li>1. Bow and tempo markings</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities</p> <ol style="list-style-type: none"> <li>1. Materials and equipment</li> </ol> <p>B. Practice Responsibilities</p> <ol style="list-style-type: none"> <li>1. Practice habits</li> </ol> <p>C. Self-Evaluation</p> <ol style="list-style-type: none"> <li>1. Skill maintenance</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. American Folk Songs</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol> <p>B. International Folk Songs</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol>	<p>Practice card Performance</p> <p>Discussion or worksheet</p>	<p>Math: Time, rates, percentage</p> <p>Social Studies: Culture</p>	

DRAFT

TBA RESOURCE KEY

Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 5	<p><b>Fifth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Eighth note</li> <li>2. Flag</li> <li>3. Beam</li> <li>4. Stem</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Eighth note subdivisions</li> <li>2. Eighth note-quarter note-quarter rest patterns</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Intonation</li> <li>2. Tone quality</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. C# on the bass A string</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Improved tone</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Left hand positions</li> <li>2. Right hand positions</li> <li>3. Bowing parallel to bridge</li> <li>4. Bowing eighth notes</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Demonstration</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p> <p>Improvisation</p>	<p>TBA</p>	<p><u>Math</u>: Fractions, note values</p> <p><u>Language Arts</u>: Vocabulary, printed instructions</p>

DRAFT

TBA	RESOURCE KEY
-----	--------------

Stockton Unified School District  
**Curriculum Map**

**Strings**

**1<sup>st</sup> Year**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>4, 5</p> <p>3, 5</p>	<p><b>Fifth Six Weeks</b></p> <p>J. Music Reading</p> <ol style="list-style-type: none"> <li>1. C# on A string</li> <li>2. Eighth note</li> <li>3. Eighth note with quarter note and rest combinations</li> </ol> <p>K. Vocalization</p> <ol style="list-style-type: none"> <li>1. Individual parts</li> <li>2. Eighth notes</li> </ol> <p>L. Improvisation and Composition</p> <ol style="list-style-type: none"> <li>1. Rhythmic improvisation</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities</p> <ol style="list-style-type: none"> <li>1. Materials and equipment</li> </ol> <p>B. Practice Responsibilities</p> <ol style="list-style-type: none"> <li>1. Practice habits</li> </ol> <p>C. Self- Evaluation</p> <ol style="list-style-type: none"> <li>1. Skill maintenance</li> </ol> <p>D. Small Group Performance</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>E. Position and Posture</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Traditional Holiday Music</p> <ol style="list-style-type: none"> <li>1. Identification and recognition</li> </ol>	<p>Practice card Performance</p> <p>Discussion or worksheet</p>		<p><u>Math</u>: Time, rates, percentage</p> <p><u>Social Studies</u>: Culture</p>

DRAFT



