

Fiddlin' Around

Performing Arts

Grades 1 & 2

Elective Overview:

This is a beginning Violin course where the basic fundamentals and instrument care elements will be learned. Students will learn how to play simple folk tunes and focus on bowing, posture and fingering. Each student will be provided with a 1/4 or 1/2 size violin to use for the duration of the course and to take home in order to practice the songs and exercises.

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Fiddlin’ Around

Marking Period or Trimester: one trimester

Pacing: 8 weeks

NJSLS

Anchor Standard

Strand 1: Creative Process 1.1- 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3,

Strand 2: History of Arts and Culture 1.2- 1.2.A.2

Strand 3: Performing 1.3- 1.3.2.B.1, 1.3.2.B.6, 1.3.2.B.7

Strand 4: Aesthetic Responses & Critique Methodologies 1.4- 1.4.2.B.2

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks one	The elements and definition of musical instruments with a focus on violin.	When I look at the violin how do all of the elements work to create music?	Understanding the elements and definition of the violin allow for musical expression.
Weeks two & three	The elements and definition of the violin. Basic elements needed to preform music using the violin.	How do the elements and principles help create a meaningful piece of music?	Through practice and musical creation I can express myself.

Weeks four & five	The elements and fundamental skills needed to preform a musical piece on the violin.	How do the elements and principles help create a meaningful piece of music?	Through practice and musical creation I can express myself.
Weeks six, seven & eight	The elements and fundamental skills needed to preform a musical piece on the violin.	How do I use the elements and principles of design to create effective art works?	Through practice and musical creation I can express myself and perform a song on the violin.

Evidence of Learning

Students will be quizzed on elements and definitions of the violin. Teacher observation of students using proper bow grip, bowing, and posture. Teacher observation of skills covered today: Students will be able to correctly place fingers 2 & 3 on the A string where tapes 2 & 3 are located. Students will be able to play an ascending A Major Scale, and be able to play at least ½ of the other 2 songs. Teacher observation of student pairs playing the songs and scale with correct notes, bowing, rhythms.

Activities

Students will observe different parts of the violin and learn the definitions and elements. Students will learn where and how to place fingers on the violin. Students will then preform different forms music using all the required elements and principles. They will preform scales, twinkle, twinkle little star and hot cross buns.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

