

High School Orchestra

Curriculum/Content Area: High School Orchestra	Course Length: One year (A/B alternating days)
Course Title: Chamber and Symphony Orchestra	Date last reviewed:
Prerequisites: Symphony Orchestra: None Chamber Orchestra: One year in Symphony Orchestra, Audition (including Class A Solo, 3 Octave Scales, Sight-reading)	Board approval date: November 2018
Primary Resource: <ul style="list-style-type: none"> - <i>Solo and Concert Repertoire</i> - <i>Sight reading materials</i> - <i>Smart Music Classroom Subscription</i> 	

Desired Results

Course description and purpose: Orchestra classes provide a learning environment for students to develop musical knowledge, skills, and understandings through a variety of experiences - creating, performing, responding to, and making connections to music - ultimately building a lifelong appreciation of music. The orchestra curriculum aims to expand students' understanding of music within larger personal, cultural, and historical contexts through performance inquiry, theoretical study, and connection with peers through music. Large ensemble instruction utilizes both traditional rehearsal models as well as personalized learning opportunities to enhance student's experience and interaction with the curriculum. Creating, Performing, and Responding, and Connecting will all be addressed within the large ensemble structure through study of quality orchestral literature as well as music history and theory. Students will work toward fostering independent musicianship and problem solving skills through their participation in orchestra. Commitment to the group is a basic expectation of this course.

Enduring Understandings:	Essential Questions:
STANDARD 1 - Create: <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, 	STANDARD 1 - Create: <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● When is creative work ready to share?

<p>persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. 	
<p>STANDARD 2 - Perform:</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. ● The context and how a work is presented influence the audience response. 	<p>STANDARD 2 - Perform:</p> <ul style="list-style-type: none"> ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their 	<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?

<p>expressive intent.</p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 	
<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Priority Standards
<p>Standard 1 - CREATE</p> <p>MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.</p> <p>MP1.Cr.15.h: Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.</p> <p>Standard 2 - PERFORM</p> <p>MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.</p> <p>MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.</p> <p>MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.</p> <p>MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.</p> <p>Standard 3 - RESPOND</p> <p>MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.</p> <p>MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.</p> <p>MP3.R.18.h: Reflect upon and critique performances using grade- appropriate music vocabulary.</p> <p>Standard 4 - CONNECT</p> <p>MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.</p> <p>MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.</p>

Topics of Study: [This is a brief outline of the major topics explored in this particular unit. The appropriate Essential Questions and/or Enduring Understandings from above should be included here]

A. CREATE:

- a. Elements of Music Theory
- b. Standard and Non-standard Notation (i.e. Pop Chord Symbols, Figured Bass, fingering patterns)
- c. Audio Recording Technologies such as GarageBand, Smart Music, and student-selected technologies.

B. PERFORM

- a. Advanced Performance Techniques (finger patterns, positions, bowing styles)
- b. Stylistic Performance Techniques (i.e. Baroque bowings, Classical style, etc.)
- c. Collaborative Ensemble Skills

C. RESPOND:

- a. Reading and Writing about Music
- b. Interpreting Performances through Writing

D. CONNECT:

- a. Using Technical Language to Describe Music Expressively
- b. Purpose of Performance - Social and Historical Contexts of Orchestral Repertoire
- c. Making Music Mine
 - i. How does the music I perform affect or reinforce my feelings, values, opinions, or character?

Standards:

List the standards addressed in this unit; ensure these are organized in an easy to understand manner.

Standard 1 - CREATE

MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.

MP1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music.

MP1.Cr.15.h: Compose pieces in a distinct style, using standard and/or alternative notation and technology, demonstrating creativity in the use of the elements of music for expressive effect.

MP1.Cr.16.h: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines to demonstrate creativity in the elements of music.

Standard 2 - PERFORM

MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent.

MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music.

MP2.P.29.h: Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.

MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.

MP2.P.31.h: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.

MP2.P.32.h: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.

Standard 3 - RESPOND

MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.

MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.

MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

MP3.R.17.h: Demonstrate proper concert/audience etiquette for a variety of musical settings.

MP3.R.18.h: Reflect upon and critique performances using grade- appropriate music vocabulary.

Standard 4 - CONNECT

MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.

MP4.Cn.14.h: Explain the relationship between performer and audience using grade-appropriate music vocabulary.

MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.

MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

Learning Targets:

List the learning targets, written in student-friendly language, for the unit. Use "I can"

statements derived directly from the standards above. After each learning target, note the corresponding standard in parenthesis.

Standard 1 - CREATE

- I can create a musical composition for my voice or instrument using standard or alternative notation that utilizes creative use of the elements of music, technical skills for my instrument, and demonstrates the use of stylistic elements to create expressive effect.

Standard 2 - PERFORM

- I can demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- I can create mood and style by using expressive techniques to enhance a musical performance based on the composer's intent.
- I can demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
- I can perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.

Standard 3 - RESPOND

- I can express musical ideas through verbal, movement, written, artistic, or technological means.
- I can analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- I can reflect upon and critique performances using grade- appropriate music vocabulary.

Standard 4 - CONNECT

- I can interpret the historical and cultural relationships between music and other disciplines.
- I can analyze connections, similarities, and differences in a musical context.

Assessment Evidence:

This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Include standards-reference rubrics and learning continuums in this section once they are developed.

Performance Assessment Options

May include, but are not limited to the following:

- Online assessments
- Audio or videorecording

Other assessment options

May include, but are not limited to the following:

- Written work including music theory, composition, and analysis

- Small ensemble performance
- Large ensemble performance

- Participation in large and small group discussion
- Conducting the ensemble, demonstrating leadership through sectional work
- Offering written or verbal analysis or repertoire, techniques, or concepts

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

- Online or physical metronome.
- Student selected solos or ensembles to fit skill level or to provide growth opportunity.
- Student lead small groups with the teachers input.
- Listening or watching performances on their instrument of their peers.
- Listening or watching performances on their instruments by professionals.
- Online games and assignments to sharpen fingering, rhythm and note reading skills.
- Daily sight reading in the large group.