

Pembroke High School
Music Department
Curriculum

Concert Orchestra

Course: Orchestra

<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p>Unit Title: Sound Production: Developing the adolescent instrumentalist</p> <p>Timeline: One month and on-going application</p> <p>Essential Question(s): What is proper sound production? What is a good sound on my instrument? How do my bow and instrument work together?</p>	<p>Students will learn how to develop a proper sound on their instrument.</p> <p>Students will learn a proper warm-up routine and its function.</p> <p>Students will learn all aspects of excellent sound production and apply those skills to the ensemble literature: Posture Playing Position Tone quality Articulations Dynamic range Bow speed and arm weight</p>	<p>Through teacher demonstration and model, students will learn a variety of warm-ups that encompass all facets of proper sound production.</p> <p>Students will apply the sound production techniques learned to the orchestra literature studied in class.</p> <p>Student will listen to recordings of professionals on their instruments.</p>	<p>Informal assessment of student attainment of sound production through class performance.</p> <p>Playing exams graded by rubric.</p> <p>Formal and informal student self-assessment of sound production.</p>	<p>Teacher composed warm-ups</p> <p>Essential Technique book</p> <p>Orchestra literature chosen by teacher</p> <p>Various recordings of professional instrumentalists supplied by teacher.</p>	<p>MA Frameworks:</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p> <p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>

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<p>National Music Standard: Performing on Instruments</p>	<p>Perform alone, and with others, a varied repertoire of music.</p>				
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p>Unit Title: Ensemble Playing</p> <p>Timeline: One month and on-going application</p> <p>Essential Question(s): What defines successful ensemble playing? Why is communication between conductor and instrumentalists fundamental?</p>	<p>Students will learn and demonstrate ensemble playing skills.</p> <p>Students will learn to use critical listening skills.</p> <p>Students will learn to use bodily and visual communication with conductor and each other.</p>	<p>Students will learn, perform, and record music as an ensemble for class critique.</p> <p>Students will listen to and analyze recordings of professionals.</p>	<p>Performance/Ensemble Rubric Assessment</p> <p>Informal assessment of student attainment of ensemble playing through class performance.</p> <p>Student self-assessment of performances and performance recordings.</p>	<p>Various recordings of professionals supplied by teacher.</p> <p>Various orchestra literatures chosen by teacher, to be performed by class that exemplifies ensemble playing.</p>	<p>MA Frameworks:</p> <p>3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>

Course: Orchestra

National Music Standard: Reading Music	Read and notate music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Sight Reading</p> <p><u>Timeline:</u> One month and On-going application</p> <p><u>Essential Question(s):</u> Why is sight reading important and how does this help a musician?</p>	<p>Students will sight read orchestra music at a grade level of 3 playing correct pitches and rhythms including whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, and cut-time.</p> <p>Students will learn a number counting system for rhythms.</p>	<p>Students will use "The First Ten Minutes" or other practice materials two to three times a week as an ensemble to practice sight reading.</p> <p>Students will sight read orchestra literature not intended for performance as often as possible.</p> <p>Students may purchase a warm-up strings method book.</p>	<p>Student successfully counts and plays examples from "The First Ten Minutes" warm-up book.</p> <p>Informal class assessment of students' sight reading performance.</p> <p>Individual sight reading playing exams graded with rubric.</p>	<p>"The First Ten Minutes" warm-up books.</p> <p>Teacher generated examples.</p> <p>Various orchestra literatures.</p>	<p><u>MA Frameworks:</u></p> <p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various time signatures.</p> <p>2.12 In an instrumental ensemble: sight-read, accurately and expressively, music with a level of difficulty of 3.</p>

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National Music Standard: Reading Music	Read and notate music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Major and Chromatic Scales</p> <p><u>Timeline:</u> On-going application</p> <p><u>Essential Question(s):</u> What is the importance of the major and chromatic scales and why should I learn them?</p>	<p>Students will perform one and two octave major scales in all 12 keys.</p> <p>Students will understand the Circle of Fifths and how it helps them with scales.</p> <p>Students will perform the one octave chromatic scale in D.</p>	<p>Students will have major scales included in our daily warm-up.</p> <p>Students will practice scales with different articulations and different dynamics at different tempos.</p>	<p>Informal class assessment of students' scale performances.</p> <p>Individual scale playing exams graded by rubric.</p> <p>Written and informal class assessment of students' knowledge of the Circle of Fifths.</p>	<p>"First Ten Minutes" and "Essential Technique" books, and other warm-up materials.</p> <p>Circle of Fifths handouts.</p>	<p><u>MA Frameworks:</u> 3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>

Course: Orchestra

National Music Standard: Reading Music	Read and notate music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Musical Terms and Symbols</p> <p><u>Timeline:</u> One week and on-going application</p> <p><u>Essential Question(s):</u> What do all of these symbols and words on my music mean?</p>	<p>Students will recognize and accurately respond to basic musical symbols and terminology.</p> <p>Students will learn appropriate musical vocabulary.</p>	<p>Introduce vocabulary that defines the characteristics of ensemble playing.</p> <p>Worksheet outlining musical terms and symbols.</p> <p>Aural assessment of students' correctly identifying musical terms and symbols.</p>	<p>Informal class assessment of students' knowledge of terms and symbols through observation of their playing.</p> <p>Written exam.</p>	<p>A study packet of terms and symbols.</p> <p>Examples from orchestra literature being studied and performed by the ensemble.</p>	<p><u>MA Frameworks:</u></p> <p>2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly.</p> <p>2.7 Identify, define, and use standard notation for rhythm.</p> <p>5.13 Demonstrate knowledge of the technical vocabulary of music.</p>

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National Music Standard: History and Culture	Interpret music in relation to history and culture.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Beyond the classroom: Orchestra music in relationship to other arts disciplines & the community</p> <p><u>Timeline:</u> On-going application</p> <p><u>Essential Question(s):</u> How do cultural traditions influence musical compositions? In what ways do the principles and subject matter of other disciplines in school relate to music? How does music relate to other art disciplines? What is the role of orchestra in the community?</p>	<p>Students will interpret music in relation to historical events.</p> <p>Students will interpret music in relation to cultural events.</p> <p>Students will describe the relationship between music and other arts disciplines.</p> <p>Students will talk about the role of the orchestra in our school and larger community.</p>	<p>Students will analyze and research to make historical and cultural connections to orchestra literature being studied and performed.</p> <p>Orchestra performances at concerts and various other community events.</p>	<p>Class discussion</p> <p>Teacher evaluation</p> <p>Audience response</p> <p>Review of our performances</p>	<p>Community events</p> <p>Concerts</p> <p>Interdisciplinary ideas from other departments.</p>	<p><u>MA Frameworks:</u></p> <p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music.</p> <p><u>Connections Strands:</u> Purposes and meanings in the arts.</p> <p>Roles of Artists in Communities</p> <p>Concepts of Style, Stylistic Influence, and Stylistic Change</p> <p>Interdisciplinary Connections</p>

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National Music Standards: Singing	Singing, alone and with others, a varied repertoire of music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Singing to be a Better Instrumentalist</p> <p><u>Timeline:</u> On-going application</p> <p><u>Essential Question(s):</u> How does singing enhance my playing?</p>	<p>Students will understand if they think of their instruments as an extension of their singing voice they will become a better musician.</p> <p>Students will sing accurately and expressively.</p>	<p>Students will hum and sing the tuning note.</p> <p>Students will sing to improve intonation in a passage in orchestra music.</p> <p>Students will sing to change posture and relax arms to keep from getting tired.</p> <p>Students will sing passages of orchestra literature and scales.</p>	<p>Informal class assessment of students' singing.</p> <p>Student self-assessment of accuracy of pitch and rhythm in singing.</p>	<p>Warm-ups used in class.</p> <p>Orchestra literature chosen by teacher</p>	<p><u>MA Frameworks:</u></p> <p>1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation.</p>

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<p>National Music Standard: Evaluating Music</p>	<p>Evaluate music and musical performance using appropriate criteria</p>				
	<p>Objectives:</p>	<p>Suggested Activities:</p>	<p>Assessments:</p>	<p>Resources:</p>	<p>Standards:</p>
<p>Unit Title: Playing Evaluation</p> <p>Timeline: On-going application</p> <p>Essential Question(s): What is the ideal orchestra sound and how do we achieve it? "That sounds good to me but not to you?" How do we explain personal preferences for specific musical works and styles?</p>	<p>Students will learn appropriate terminology for describing orchestra blend, balance, intonation, and musicality.</p> <p>Students will explore the expression of ideas and emotions through the performance of orchestra music.</p>	<p>Students will collectively develop criteria to assess the elements of an ideal orchestra performance.</p> <p>Students will watch numerous professional performances and critique using the developed criteria.</p> <p>Performance Self-Assessment after concerts.</p> <p>Performances at PHS and community concerts.</p>	<p>Performance self-assessment grading rubric</p> <p>Student orchestra musicians are assessed according to their individual ability to read music accurately and expressively, their ability to improve their playing through individual practice and rehearsals, and their ability to play as a member of the orchestra.</p>	<p>In class recordings</p> <p>DVDs and audio recordings of various performance including PHS concerts.</p>	<p>MA Frameworks:</p> <p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music.</p> <p>5.13 Demonstrate knowledge of the technical vocabulary of music.</p>

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National Music Standard: Performing on Instruments	Perform alone, and with others, a varied repertoire of music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Vibrato</p> <p><u>Timeline:</u> Two weeks and on-going application</p> <p><u>Essential Question(s):</u></p> <p>How do I vibrate?</p> <p>When is it appropriate to vibrate?</p> <p>What does a proper standard vibrato sound like?</p>	<p>Students will learn proper hand and arm movement and position.</p> <p>Students will learn when to use vibrato.</p> <p>Students will learn to blend their sound within the ensemble while using vibrato.</p>	<p>Students will listen to recordings of professional string players.</p> <p>Students will use "Essential Technique" books and other warm-up materials to guide practice.</p> <p>Teacher guided practice in class.</p>	<p>Informal assessment through class performance.</p>	<p>Various recordings of professionals supplied by teacher.</p> <p>Teacher constructed practice materials.</p> <p>Technique and warm-up books.</p>	<p><u>MA Frameworks:</u></p> <p>3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature...</p> <p>5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p>

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National Music Standard: Performing on Instruments	Perform alone, and with others, a varied repertoire of music.				
	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> Shifting</p> <p><u>Timeline:</u> One month and on-going application</p> <p><u>Essential Question(s):</u></p> <p>What is the correct playing position for higher positions?</p> <p>What do I need to think about in order to play in tune?</p> <p>How do I practice shifting?</p>	<p>Students will learn proper hand and arm position for shifting.</p> <p>Students will learn when shifting is necessary and logical.</p> <p>Students will learn to play in a variety of positions.</p>	<p>Students will observe correct technique through teacher demonstration and instructional materials.</p> <p>Students will practice techniques learned and apply them to orchestra literature.</p> <p>Students will practice scales with shifts.</p>	<p>Informal assessment through class performance.</p> <p>Individual shifting exams.</p>	<p>Technique and warm-up books used in class.</p> <p>Orchestra literature chosen by teacher.</p>	<p><u>MA Frameworks:</u></p> <p>3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6.</p>