

Course Title – Orchestra

Implement start year – 2015-2016

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Unit # 1 – Instrument Foundations

Transfer Goal –

Students will be able to independently use their learning to tune, maintain and play their instruments with proper technique.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

1.3.12.B.1

Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.4.12.B.1

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

	<input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> proper posture, fingering technique and how the instrument is held affect the accuracy and musicality of individual and group performances.</p> <p><i>EU 2</i> a proper bow hold and specific bowing techniques are needed to perform music of all genres and historical periods.</p> <p><i>EU 3</i> shifting to advanced hand positions extends the range of the instrument and increases the facility of playing fast passages.</p> <p><i>EU 4</i> the use of vibrato enhances the tone and quality of musical expression during performances.</p> <p><i>EU 5</i> proper tuning and care of the instrument is crucial for successful performance.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does correct posture and holding the instrument properly change the sound and appearance of the orchestra? • How does holding the instrument correctly impact fingering technique? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do bowing techniques define a musical period? • How does the bow hold and the bow arm work together to create different bowing techniques? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do you decide when to change the position of the left hand to play a musical passage? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does the use of vibrato change the sound of the orchestra? • How do you decide which type of vibrato should be used? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do you decide if it is better to use the fine tuners or the pegs to tune the instrument? • How does putting rosin on the bow affect the sound of the instrument? • How do changes in environmental conditions affect the instrument?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the correct posture and position of the instrument, and the proper use of the left hand when fingering the notes. <p><i>EU 2</i></p> <ul style="list-style-type: none"> the proper bow hold and various bowing techniques, including detache, legato, staccato, spicatto, ricochet, slurs and hooked bows. <p><i>EU 3</i></p> <ul style="list-style-type: none"> the correct hand technique and location for shifting from first position to advanced positions, including second and third positions. <p><i>EU 4</i></p> <ul style="list-style-type: none"> the proper movement of the arm, wrist, hand and fingers when playing vibrato. <p><i>EU 5</i></p> <ul style="list-style-type: none"> the correct operation of the fine tuners and the pegs when tuning the instrument and the fundamentals of care for the instrument and bow. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> sit up straight when playing and hold the instrument at the correct angle to the floor. play each note with fingers in an arched position with the tip of the finger pressing the string onto the fingerboard. <p><i>EU 2</i></p> <ul style="list-style-type: none"> use the correct bow techniques when playing music from various musical periods. <p><i>EU 3</i></p> <ul style="list-style-type: none"> shift to higher positions, when appropriate, to improve the tone and facility of musical passages. <p><i>EU 4</i></p> <ul style="list-style-type: none"> play vibrato on longer notes to enhance the tone of individual and group performances. <p><i>EU 5</i></p> <ul style="list-style-type: none"> independently tune their instruments at each rehearsal and performance. tighten, loosen and rosin the bow every time they play, and use a rosin cloth to clean the instrument.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Individual playing tests on scales and orchestral music.
- Visual observations during warm-ups, exercises and rehearsals.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will watch a tutorial that teaches instrument maintenance and tuning and practice the techniques on their instruments. (A, M)
- Students will watch a demonstration and model correct posture, left hand position and bow hold. (A)
- Students will rehearse 2-octave scales and arpeggios that require shifting to advanced positions (A)
- Students will use various bowing styles while playing scales from the scale book. (A)
- Students will listen to a musical example and identify the bowing technique based on the overall sound. (M)
- Students will watch each other play scales that require shifting into advanced positions and evaluate shift execution and intonation. (M)
- Students will divide into small groups and each group will choose a chamber piece to perform in a recital. Bowing techniques will be chosen based on the historical musical era of the composer. (T)