

**Course Title – Orchestra**

**Implement start year – 2015-2016**

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**Unit #3 – Performance**

**Transfer Goal –**

Students will be able to independently use their learning of musical aesthetics to perform in rehearsals, concerts, and recitals.

### 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/>)

1.1.12.B.1

Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2

Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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.

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

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

#### 21<sup>st</sup> 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

<p>1.3.12.B.2 Analyze how the <a href="#">elements of music</a> are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.2 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.</p>	<p><i>Life and Career Skills:</i></p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the professional appearance and behavior of the ensemble has an effect on the overall performance and on the audience's experience.</p> <p><i>EU 2</i> interpreting the multiple genres of cultural and historical orchestral literature will enhance the quality of the performance through stylistic accuracy.</p> <p><i>EU 3</i> interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 4</i> performing in public provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> membership in an ensemble is important in the development of commitment, character and professionalism.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What is the performer's responsibility to the audience?</li> <li>• How does the physical appearance and uniformity of bowing affect the audience's perception of the orchestra?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does knowledge of musical eras translate to the interpretation of phrasing?</li> <li>• Why is it important to understand that bowing technique differs in relation to musical era?</li> <li>• How does the musical era of a composition affect the size and instrumentation of the orchestra?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How much liberty does an ensemble have in the interpretation of a composition?</li> <li>• How does a conductor decide how to interpret a specific music composition?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How does performing for an audience enhance the level of an ensemble's musical achievement?</li> <li>• How does music add to a society's culture?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• What are the expectations of a student in an ensemble?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the consequences of an individual's actions on the ensemble?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the expectations of stage appearance and behavior.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• the different genres and periods of orchestral literature, including the Baroque, Classical, Romantic and Modern eras as well as music from other cultures.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• the elements of musical expression (dynamics, phrasing and tempo) .</li> </ul> <p><i>EU4</i></p> <ul style="list-style-type: none"> <li>• music's role in the community.</li> </ul> <p><i>EU5</i></p> <ul style="list-style-type: none"> <li>• the fundamentals of commitment.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• listen, identify and analyze the characteristics of a quality performance from the standpoint of etiquette.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• apply the characteristics of musical performance that distinguish the various genres and musical eras.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• perform a piece of music with proper interpretation of dynamics, phrasing and style.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• perform for public events.</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• prepare for and attend all rehearsals and performances of the ensemble.</li> </ul>

## Stage 2 – Assessment Evidence

### Recommended Performance Tasks:

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

- The student will rehearse music from different musical eras and use historically accurate interpretation.
- The student will keep a practice log.
- Individual testing using the orchestra rubric.

### 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 identify different styles and phrasing techniques in a variety of orchestral pieces and performances. (A)
- Students will watch and discuss videos of another orchestra demonstrating the proper use of performance etiquette. (A)
- Students will adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances. (M)
- Students will perform with the orchestra in at least two major concerts during the school year. (T)
- Students will write a critique of their concert, evaluating musical and performance elements. (T)
- Students will perform in small and large groups for school and community events. (T)
- Students will create a timeline of historical periods and choose a piece of orchestral literature that correlates with each period. (M)
- Students will research local community organizations to identify possible performance opportunities. (A)
- Students will write an essay on the availability of cultural events and their importance to the community. (M)
- Students will watch video presentations of music from other cultures. (A)
- Students will compare and contrast music techniques that are specific to cultures from around the world. (M)
- Students will perform music literature that represents the multicultural experience. (T)
- Students will participate in a class meeting to generate rules and expectations for attendance and participation in orchestra rehearsals and performances. (T)