

Course Title – Orchestra

Implement start year – 2015-2016

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Unit # 4 – Musicianship

Transfer Goal –

Students will be able to independently use their learning to apply all elements of musicianship when performing scales, exercises and orchestral literature.

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.2 Analyze how the [elements of music](#) are manipulated in original or prepared musical scores.

1.3.12.B.1
Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform

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

<p>excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p>	<p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> scale mastery is the basis for musicianship and the circle of fifths organizes all major and minor key signatures.</p> <p><i>EU 2</i> mastery of the execution of half steps and whole steps is crucial to intonation accuracy.</p> <p><i>EU 3</i> the ability to identify and perform diatonic intervals is an integral part of being a competent musician.</p> <p><i>EU 4</i> specific tempo, dynamic, articulation and stylistic markings guide musicians to the accurate interpretation of a composition.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does mastery of all key signatures prepare a student to play any music composition? • How does a composer decide what key signature will be used for each piece? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What differences are there in playing half steps and whole steps on a string instrument verses brass, woodwind and keyboard instruments? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why is audiation more important to a student violinist than a guitarist? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How can changes in dynamics affect the audience perception of a music composition? • How can conductors have different interpretations of the same piece when the composer wrote specific tempo and dynamic markings on the original composition? • What leeway does a student performer have in the interpretation of tempo, dynamics, articulation and style within an ensemble performance?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the scales for all major and minor key signatures on the circle of fifths. <p><i>EU 2</i></p> <ul style="list-style-type: none"> the correct finger position for accurate intonation of half and whole steps. <p><i>EU 3</i></p> <ul style="list-style-type: none"> the construction and sound of all intervals including Perfect, Major, Minor, and the Tritone. <p><i>EU 4</i></p> <ul style="list-style-type: none"> the notation symbols and definitions of all dynamic, tempo, articulation and stylistic markings. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> identify the major and minor key by looking at the key signature on the staff. perform all major and minor scales on their instruments. <p><i>EU 2</i></p> <ul style="list-style-type: none"> play melodic passages and scales with accurate intonation. <p><i>EU 3</i></p> <ul style="list-style-type: none"> write and aurally identify all intervals and play them on their instruments. <p><i>EU 4</i></p> <ul style="list-style-type: none"> accurately execute all expressive markings in a piece of orchestral literature.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p>	

- Listening quizzes on intervals.
- Scale testing.
- Written test on musical terms.

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 participate in a physical representation of whole and half steps by sitting in a row of twelve chairs. (A)
- Students will construct major scales on the piano using the whole and half step formula. (M)
- Students will transfer the whole and half step formula to scale performance on their instruments. (T)
- Students will identify correct and incorrect intervals in written examples by counting half steps. (M)
- Students will participate in oral response drills as intervals are played on the piano. (A)
- Students will watch a teacher demonstration of half and whole steps on their instruments. (A)
- Students will group themselves by instrument and participate in half and whole step repetition drills. (A)
- Students will make flashcards to memorize dynamic, tempo, articulation and stylistic terms and symbols. (A)
- Students will write and play expressive markings in an unmarked piece of music. (T)
- Students will lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression. (T)