

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Premier Orchestra

Board Approval Date: January 18, 2024	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 7, 8	Subject Area: Elective Elective Area (if applicable): Fine Arts
Prerequisite(s): Advanced Orchestra or teacher recommendation.	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
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COURSE DESCRIPTION:

The middle school orchestra program is designed to provide opportunities for students to learn to play instruments in a group setting and to lead a student to acquire the skills needed for exemplary individual performance. This course offers playing experiences through which students may achieve a very high level of proficiency in the fundamentals of musicianship and technique on their instrument. One of the goals of this course is to prepare the student to play in the high school orchestra program. Students are required to attend the scheduled public performances. Students will explore repertoire from a variety of backgrounds, genres, and difficulty levels (2 through 4 at the discretion of the director).

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Posture / Playing Position	How do musicians improve the quality of their performance?	*Teacher observations *Daily performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
2. Tone Production	How do musicians improve the quality of their performance?	Teacher observations *Daily skills/performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
3. Articulation	How do musicians improve the quality of their performance?	Teacher observations *Daily skills/performance assessments	*Concerts *Festival performances *Playing tests *Written reflections
4. Music Appreciation	How do performers select repertoire? How do individuals choose music to experience?	*Class discussions *Exit tickets	*Projects *Student presentations *Written reflections
5. Music History	How does understanding the structure and context of musical works inform performance?	*Class discussions *Exit tickets	*Projects *Student presentations *Written reflections
6. Aesthetic Valuing	How do performers interpret musical works? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical works and performances?	*Class discussions *Exit tickets	*Projects *Student presentations *Written reflections

7. Ensemble Performance	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do we judge the quality of musical works? How do musicians make meaningful connections to creating, performing, and responding?	*Teacher observations *Daily skills/performance assessments *Dress rehearsals for public performances/festivals	*Concerts *Festival performances *Playing tests *Written reflections
8. Composition	How do musicians generate creative ideas? How do musicians make creative decisions?	*Composition assignments *Informal assessments *Class discussions	*Written composition projects *Performances of student compositions
9. Ear Training and Music Theory	How do musicians improve the quality of their performance?	*Teacher observations *Theory and ear training assignments *Daily skills/ performance assessments	*Ear training and theory tests *Graded demonstration of skills

ESSENTIAL STANDARDS:

<https://nafme.org/wp-content/uploads/2023/04/Core-Music-Standards-EUs-EQs-Definitions.pdf>

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://nafme.org/wp-content/uploads/2023/04/2014-Music-Standards-Ensemble-Strand.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

Method books and repertoire as selected by the music teacher.

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.): MusicFirst Classroom resources.