



KIRKWOOD
SCHOOL DISTRICT

SYMPHONIC ORCHESTRA 9TH-12TH

Approved by KSD Board of Education: March 31, 2025

Course Description:

Symphonic Orchestra provides an enrichment and challenge opportunity for advanced high-school players. Students will perform demanding literature and technical exercises at a pre-professional level in a variety of styles and techniques. Students must successfully audition for placement in the Symphonic Orchestra.

Grade Level: 9th-12th Grade (year)

Unit Scope and Sequence

Unit 1: Sound

Unit 2: Technique

Unit 3: Music Literacy

Unit 4: Musicianship

Course Enduring Understandings:

- Music is part of all humanity.
- Participation in orchestra contributes to a life-long deeper understanding and appreciation for music.
- Musically proficient performances require an understanding of sound quality, technique, music literacy, and musicianship.

Course Essential Questions:

- How do sound quality, technique, and musicianship combine to influence the quality of performance?
- Why is music important?
- What is music's role in society?

SYMPHONIC ORCHESTRA 9TH-12TH

Unit 1: Sound

Students will strengthen their ability to produce and discern the elements of a quality sound.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Performing with a characteristic tone, appropriate balance and blend, and accurate intonation are essential to a quality performance. 	<ul style="list-style-type: none"> ● What is good sound quality? ● How do musicians produce and improve good sound quality? ● How do we judge the sound quality of musical works and performances?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Tone ● Intonation ● Bow placement ● Balance/Blend ● Adjust bow and left hand technique to produce quality tone in the upper register of the instrument. 	<ul style="list-style-type: none"> ● Recognize, describe, and demonstrate an intermediate characteristic tone on their instrument. ● Balance/blend their sound to fit appropriately within the ensemble. ● Recognize, describe, and demonstrate “in tune playing” on their instrument. ● Perform literature in all registers of the instrument using a characteristic tone.

SYMPHONIC ORCHESTRA 9TH-12TH

Unit 1: Sound

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. (MU:Pr5A.E.IIa)
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU: Pr5.3.5a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU: Pr6A.E.5a).
- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU: Pr6A.E.IIa).

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Unit 2: Technique

Students will increase technical mastery of the instrument through the development of correct playing technique.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Performing with appropriate technique is essential to a quality performance. 	<ul style="list-style-type: none"> ● What are the elements of correct technique? ● How does correct technique contribute to quality of performance?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Components of Technique <ul style="list-style-type: none"> ○ Posture/Position <ul style="list-style-type: none"> ■ Stance or Seated Posture ■ Bowhold ■ Correct left hand shape ○ Shifting Technique <ul style="list-style-type: none"> ■ Note name associations for the 1-2, 2-3, 3-4, and whole step (extension) finger patterns across all 4 strings in 1st through 7th position ■ Accurately shift between any two combination of positions using correct left hand technique ○ Articulations: increase variety, may include: <ul style="list-style-type: none"> ■ Martelé, Detaché, Col legno, Snap pizzicato, Marcato, Portato, Sul ponticello, Sul tasto, Tenuto, Double stops, Spiccato and flying spiccato, ricochet, and others ○ Expressive Techniques <ul style="list-style-type: none"> ■ Vibrato: multiple speeds ○ Additional Techniques <ul style="list-style-type: none"> ■ Harmonics ■ Chromaticism 	<ul style="list-style-type: none"> ● Identify the elements of correct technique. ● Recognize, describe, and demonstrate appropriate posture and position on their instrument. ● Recognize, describe, and demonstrate appropriate articulation on their instrument. ● Perform literature using a variety of finger patterns in 1st through 7th position. ● Perform three octave major and minor scales and arpeggios (up to 3 sharps/flats).

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Unit 2: Technique

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU: Pr5A.E.IIa).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU: Pr6A.E.IIa).

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Unit 3: Music Literacy

Students will continue to develop their music literacy skills, including learning a wider variety of note values, rhythm values, and expressive markings.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Music is a written language with its own notation and symbols. ● To independently and accurately perform music, musicians must be able to read and interpret music symbols and notation. 	<ul style="list-style-type: none"> ● How do I read music notation symbols? ● How do I perform music notation symbols on my instrument?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Pitch Accuracy <ul style="list-style-type: none"> ○ 1st to 7th position note names across all 4 strings (ledger lines) ○ Accidentals: sharps, flats, and natural signs ○ Rules of chromaticism ● Rhythm Accuracy <ul style="list-style-type: none"> ○ Whole note/whole rest ○ Quarter note/quarter rest ○ Half note/half rest ○ Dotted half note ○ Eighth note/eighth rest ○ Sixteenth notes ○ Syncopation ○ Ties ○ Mixed meter ● Dynamics <ul style="list-style-type: none"> ○ Wide range of dynamics from <i>pp</i> for pianissimo to <i>ff</i> for fortissimo and beyond ● Time Signature <ul style="list-style-type: none"> ○ Common Time, Cut Time, 3/4, 2/4, 6/8 ○ Advanced signatures may include any of the standard simple or compound duple meters as well as odd meters ● Key Signatures: up to 7 flats or sharps 	<ul style="list-style-type: none"> ● Perform with rhythmic accuracy. ● Perform with pitch accuracy. ● Perform with a steady tempo. ● Perform basic expressive markings when indicated. ● Identify and correctly perform indicated fingers for new positions. ● Sightread music grade 1-3 in level. ● Read and perform music notation at grade 4-6 level.

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Unit 3: Music Literacy

Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (Perform 4).

Supporting Standard:

- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience (MU: Pr4C.E.IIa).

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standard:

- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU: Pr5A.E.IIa).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standard:

- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU: Pr6A.E.IIa).

COURSE TITLE AND GRADE

Unit 4: Musicianship

Students will deepen their understanding of musicianship in performance as well as the role and importance of music in society.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Performing with appropriate musicianship is essential to a quality performance. ● Music allows people to convey and process deep and complex emotions. ● Music reflects the history, traditions, and values of different communities, helping to preserve and transmit cultural heritage across generations. ● Music brings people together, fostering a sense of community and belonging. ● A great music performance includes quality presentation in addition to quality music. ● Uniformity of sound production and performance technique across the orchestra results in a more musical performance. ● Understanding conducting gestures and following the conductor allow for musical and personal connections across the orchestra. 	<ul style="list-style-type: none"> ● What is musicianship? ● How do we judge the musicianship of musical work(s) and performance(s)? ● How does participating in music positively impact my own life? ● How do musicians behave on stage? ● What are my roles and responsibilities as an individual performer in the orchestral setting?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Components of Musicianship <ul style="list-style-type: none"> ○ Style ○ Phrasing ○ Interpretation/Artistic Intent ● Professional stage presence <ul style="list-style-type: none"> ○ Resting position ○ Playing position ○ Bowing to acknowledge the audience ● Components of Ensemble Playing <ul style="list-style-type: none"> ○ Uniformity of technique ○ Conducting gestures ○ Awareness of self as contributing member of artistic performance ○ Leadership within the orchestral 	<ul style="list-style-type: none"> ● Prepare an individual part to performance level, then successfully perform in the group concert settings. ● Demonstrate appropriate style and phrasing. ● Distinguish a quality music performance with regard to stage presence, tone quality, phrasing, rhythmic accuracy, pitch accuracy, blend and balance, and articulation. ● Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings. ● Describe why music is important in

COURSE TITLE AND GRADE
Unit 4: Musicianship

setting	<p>society and make connections between the arts and other subjects.</p> <ul style="list-style-type: none"> • Demonstrate uniformity of technique and expression during a group performance.
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Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (Perform 4).

Supporting Standard:

- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience (MU: Pr4C.E.IIa).

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standard:

- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU: Pr5A.E.IIa).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU: Pr6A.E.IIa).

Priority Standard: Apply criteria to evaluate artistic work (Respond 9).

Supporting Standards

- Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context (MU: Re9A.E.IIa).

Priority Standard: Synthesize and relate knowledge and personal experiences to make art (Connect 10).

Supporting Standards

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU: Cn10A.E.IIa).

Priority Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Connect 11).

Supporting Standards

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU: Cn11A.E.5a).