Course Name:	String Orchestra 2						
Course Description	Note: Level of Music Grade 2 - 2.5	Concert Orchestra is a year-long Intermediate level performing ensemble for students in 9th-12th grade interested in participating in a string ensemble through performance and academic content. It is a performance-based class designed for students with at least 1-year of experience on an orchestra string instrument (violin, viola, cello, and bass). String music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. Concert Orchestra will perform at concerts, festivals, and community events throughout the year. Attendance at performances is a required portion of the class.					
Pre-requisite	String Orchestra 1						
CREATING	**Process Component: Imagine**	**Process Component: Plan and Make**	**Process Component: Evaluate and Refine**	**Process Component: Present**			
	Int.MU:E.Cr1 Compose and **improvise** ideas for **melodies** and **rhythmic passages** based on characteristic(s) of music or text(s) studied in rehearsal.	Int.MU:E.Cr2 a. **Select** and develop draft **melodies** and **rhythmic passages** that **demonstrate** understanding of characteristic(s) of music or text(s) studied in rehearsal.	Int.MU:E.Cr3.1 Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **collaboratively developed criteria.**	Int.MU:E.Cr3.2 **Share** personally developed **melodic** and **rhythmic passages**-individually or as an **ensemble**-that **demonstrate** understanding of characteristics of music or texts studied in rehearsal.			
		b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.					
Overarching Concepts	**Semester 1**			**Semester 2**			
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Creative & Expressive Composition and Improvisation	Ear Training & Dictation	Call, response & dictate rhythmic and melodic patterns separately		Elementary composition: Create & notate basic compositions that	Rondo		
				demonstrate Understanding of Basic Song Forms	Theme & Variations		
					ABA		
					AB		
	Improvise & Transcribe	Improvise simple patterns in the key of C, transcribe their compositions using paper or basic notation software		Elementary composition: create & notate basic compositions that showcase contrast of common Western tonalities	Major key signatures (D, G, C, F major)		
					Minor key signatures (G Nat/Harm minor)		
				Improvise & Transcribe	Improvise simple patterns in the key of F, transcribe their compositions using paper or basic notation software		
PERFORMING	Process Component: Select	Process Component: Analyze	Process Component: Interpret	Process Component: Rehearse, Evaluate, and Refine	Process Component: Present		
	Nov.MU:E.Pr4.1 **Select** varied **repertoire** to study based on interest, music-reading skills (where appropriate), an understanding of the structure of the music, **context**, and the **technical skill** of the individual or **ensemble**.	Nov.MU:E.Pr4.2 **Demonstrate**, using music-reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.	Nov.MU:E.Pr4.3 Identify **expressive qualities** in a varied **repertoire** of music that can be **demonstrated** through prepared and improvised **performances**.	Nov.MU:E.Pr5 Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.	Nov.MU:E.Pr6 a. **Demonstrate** attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.		

					b. **Demonstrate** an awareness of the **context** of the music through prepared and improvised **performances**.	
	Semester 1			**Semester 2**		
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Instrument care & maintenence	Instrument Assembly		Properly taking out and putting the instruments back in the case	Instrument Assembly		Properly taking out and putting the instruments back in the case
	Instrument Maintainance		Rosin on strings Clean rosin after playing Proper tightening and loosening of bow	Instrument Maintainance		Rosin on strings Clean rosin after playing Proper tightening and loosening of bow
Pre-performance preparation & habits	Habits	With guidance use proper health habits Time management Hygiene Punctuality		Habits	With guidance use proper health habits Time management Hygiene Punctuality	
	Preparation	With guidance organize performance and rehearsal materials Proper concert attire		Preparation	With guidance organize performance and rehearsal materials Proper concert attire	
Musical Literacy	Reading standard Western notation & symbols	Understanding expressive text (grave, presto)		Reading standard Western notation & symbols	Understanding expressive text (grave, presto)	
		Dynamics (pp, ff, sfz, fp)			Dynamics (pp, ff, sfz, fp)	
		Articulations (hooked bowing, portato, col legno)			Articulations (sul tasto, ponticello, spiccato)	
	Understand intermediate rhythms with accuracy at moderate tempo (Adagio-Allegro)	Syncopated rhythms (dotted rhythms/rests) Quarter note tuplets vs 8th note tuplets Changing subdivisions Extended use of ties Developing rhythmic independence		Performing intermediate rhythms with accuracy at moderate tempo (Adagio-Allegro)	Syncopated 16th notes Extend use into cut time and compound meters from semester 1 Sextuple subdivision	
		Key Signatures (key of D, G, C)			Key Signatures (key of D, G, C, F)	
				Understand reading in different positions	3rd position	
	Sight-reading	The ability to sightread a Grade 1 full Composition individually and in an Ensemble.	Daily practice	Sight-reading	Ability to sightread short excerpts of 16 bars at Grade 2 Level as an individual Ability to sightread a full composition at the Grade 1 Level as an ensemble	Daily practice
	Recovery Skills	Ability to re-enter before the song ends		*Recovery Skills*	Recover by maintaining attention to tempo, spatial and situational awareness, and using rehearsal markings and ensemble cues	
Technique	Develop intermediate bowing techniques	Hooked Bowing, Portato, Col Legno, Tremolo	Continue to master proper Right Hand technique from year 1	Develop intermediate bowing techniques	Sul Tasto, Ponticello, Spiccato	Continue to master proper Right Hand technique from year 1
	Develope intermediate Left Hand technique	Violin/ Viola use of 4th finger		Develope intermediate Left Hand technique	Violin/ Viola (Shift to 3rd position)	
		Cello (shift to 4th position)			Cello (shift to 4th position)	
		Bass (up to 6th position on G string, introduce harmonic for high G)			Bass (up to 6th position on G string, introduce harmonic for high G)	

	Shifting	Understand how to shift with proper technique		Shifting	Understand how to shift with proper technique	
Intonation	Tune the strings	Using pegs with substantial guidance		Tune the strings	Using pegs with substantial guidance	
		Using a tuner			Using a tuner	
	Finger shapes & patterns	C major Scale (low 2 for Violin)		Finger shapes & patterns	F Major Scale (low 1 for Violin, low 2 for Viola, 2 for Cello, 1/2 position for bass)	
	Audiation & Singing	Singing multi-part exercises with solfege with substantial guidance	"Speak in pitch"	Audiation & Singing	Sight-sing in D and G with solfege with substantial guidance	"Speak in pitch"
		Audiate and sing seconds, thirds, fourths, and fifths with solfege				
	Active intonation adjustments	Recognize if they are sharp or flat and how to adjust and fix with limited guidance		Active intonation adjustments	Recognize if they are sharp or flat and how to adjust and fix with limited guidance	
		Develop independence in intonation			Develop independence in intonation	
Musicality	Dynamics	Manipulate the bow to play various dynamics (changing pressure, changing speed, changing bow lanes)	Practice each dynamic in isolation	Dynamics	Combine skills from semester 1 to Crescendo, decrescendo, and move between dynamics for musical variety and expression	
	Articulations	Understand & apply new articulations to performance literature (hooked bowing, portato, col legno)	Practice each articulation in isolation	Articulations	Understand & apply new articulations to performance literature (sul tasto, ponticello, spiccato)	
	Tempo	Feeling & hearing duple vs. triple meter		Tempo	Feeling & hearing duple vs. triple meter	
		Interaction with the conductor - introduction to following a conductor, watching for downbeats, tempo variations, extended pauses.			Interaction with the conductor - introduction to following a conductor, watching for downbeats, tempo variations, extended pauses.	
Active Listening (Individual and Ensemble)	Ensemble Cohesiveness	Listening across various sections Listening across students' entire section Listening to ensemble phrasing - attacks & releases Developing vertical alignment as an ensemble		Ensemble Cohesiveness	Listening to the back of the ensemble Adjusting to environmental challenges (playing to the room)	
	Blend & Balance	Identify Melody v Harmony, Background vs foreground Listening to the individual and their neighbor Listening to the ensemble when students are not playing Introduction to SATB Balance		Blend & Balance	Application of SATB Balance to listen and adjust in real-time	
Rehearsal & Performance Etiquette	Rehearsal Etiquette	Being a good audience member How to enter & exit the stage Stage Presence Deportment Giving and receiving feedback	Proper rest position, Proper posture while sitting Marking the text (w/pencil)	Rehearsal Etiquette		Being a good audience member How to enter & exit the stage Stage Presence Deportment Giving and receiving feedback

RESPONDING	Process Component: Select	Process Component: Analyze	Process Component: Interpret	Process Component: Evaluate
	Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.	Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the **response** to music.	Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.	Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music.

	Semester 1			Semester 2		
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Reflection	Self and peer reflection	Student-led feedback discussions		Self and peer reflection	Student-led feedback discussions	
		Reflect on Ensemble performances	Reflecting using digital recordings		Reflect on Ensemble performances	Reflecting using digital recordings
Interpretation	Critical listening to performances	Ability to draw connections to:	Demonstrations through academic writing, discussions, and presentations	Critical listening to performance	Ability to draw connections to:	Demonstrations through academic writing, discussions, and presentations
		Emotions			Emotions	
		mood			mood	
		style			style	
		title			title	
		context			context	
		purpose			purpose	
		personal perceptions of piece			personal perceptions of piece	
Analysis	Elements of Music	ability to use academic language when discussing and analyzing music	Demonstrations through academic writing, discussions, and presentations	Elements of Music	ability to use academic language when discussing and analyzing music	Demonstrations through academic writing, discussions, and presentations

CONNECTING	Process Component: Synthesis	Process Component: Relate
	Int.MU:E.Cn10 Explain and demonstrate how personal interests and knowledge relate to choices and intent when creating, performing, and responding to music.	Int.MU:E.Cn11 Explain the influence of societal, cultural, and historical contexts when creating, performing, and responding to music.

	Semester 1			Semester 2		
	Concepts	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**
Music History & Diversity	Analyze musical representation and influence	Analyze and recognize how diverse cultural, societal, and historical contexts are present in the musical works they are performing	Demonstrate through presentations and performances	Analyze musical representation and influence	Analyze and recognize how diverse cultural, societal, and historical contexts are present in the musical works they are performing	Demonstrate through presentations and performances
		Recognize how their prior knowledge, culture, and background can influence their interpretation and appreciation of musical works			Recognize how their prior knowledge, culture, and background can influence their interpretation and appreciation of musical works	
		Analyze and identify the use of music as a tool for social change in the works they are performing			Analyze and identify the use of music as a tool for social change in the works they are performing	

		Recognize how prior knowledge, culture, and background can influence compositional choices (in their own compositions & in the compositions of others)			Recognize how prior knowledge, culture, and background can influence compositional choices (in their own compositions & in the compositions of others)	
Academic Language		Articulate and explain in writing how these societal, historical, and cultural contexts are evident in their own musical performance & the performances of others			Articulate and explain in writing how these societal, historical, and cultural contexts are evident in their own musical performance & the performances of others	