

CJHS Advanced Orchestra Overview

Content Area: **Music**
Course(s): **ADVANCED ORCHESTRA**
Time Period:
Length: **N/A**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Music (AAAV)

Advanced Orchestra (H)

Grades 8-9

Course No. 2522

Superintendent of Schools

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Course Adoption: 11/13/2014

Course Revision 9/1/2017

Course Overview

Advanced Orchestra (H) is a full year honors level course open to a limited number of 8th & 9th grade string players (violin, viola, cello and bass) accepted through an audition process. Audition requirements may be obtained through the Music Department. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students will increase their technical proficiency on their instrument. Students are required to attend all after-school and evening rehearsals and all scheduled performances. Students are expected to audition for Intermediate or HS Region and Intermediate or HS All-State Orchestra. Students not able to audition must complete an alternative performance experience. Instrumentation is limited and based upon the need for balance between violins, violas, cello, and basses.

The course emphasizes performance of advanced orchestral literature. Study and application of orchestral bowings, technical etudes, positions studies, solos works, vibrato, and chamber music are included.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. 21 st Century Life and Careers	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology Literacy	S		

Textbooks and other resources

COURSE RESOURCES

1. Written Music
 - a. Orchestra music selected from standard repertoire based upon the total capabilities of the performing group
 - b. Method books, technique books, etudes, scales, and solos reflecting the ability of the students
 - c. Duets, trios, quartets, and other chamber music reflecting the ability of the students
 - d. Solos from the NJ Intermediate and High School All-State Orchestra solo lists
 - e. Other supplemental sheet music/books
2. Audio/Visual
 - a. Audio recordings of orchestral literature
 - b. Computer, scanner, projector, printer, and music software
 - c. Digital recording equipment
 - d. Sound system and microphones
3. Instruments
 - a. Piano/keyboard
 - b. Violins, violas, cellos, basses
 - c. Accessories (i.e.: cello straps, bows, rosin, strings, and such)
 - d. Other instruments as required for performance
4. Other equipment
 - a. Electronic tuners
 - b. Metronomes
 - c. Music stands
 - d. Adequate secure storage facilities to accommodate the above equipment, music, school-owned instruments, and student-owned instruments

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Technical Development</u> Develop proper left and right hand playing technique and performance with appropriate musicianship.	1.1.8.B.1 (A) 1.1.8.B.2 (A) 1.3.8.B.1 (A) 1.3.8.B.2 (A) 1.3.8.B.3 (A) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 2 <u>Musical Literacy</u> Read both rhythmic and melodic notation;	1.1.8.B.1 (A)	1-4	Ongoing	Performance Assessments

identify and interpret musical vocabulary and terminology	1.1.8.B.2 (A) 1.3.8.B.1 (A) 1.3.8.B.2 (A) 1.3.8.B.3 (A) <i>7.1.NM.A.2 (D)</i> <i>8.1.8.A.1 (D)</i> <i>8.1.8.A.2 (D)</i> <i>8.1.8.A.3 (D)</i>			Student Self Assessment Student Peer Assessment
Unit 3 <u>Performance and Evaluation</u> Interpret conducting gestures; understand the role of a performer within the ensemble; demonstrate appropriate rehearsal and concert etiquette; apply concept of performance assessment; develop effective practice techniques. Students will be encouraged to foster musical growth through participation in supplemental performance opportunities.	1.1.8.B.1 (A) 1.1.8.B.2 (A) 1.3.8.B.1 (A) 1.3.8.B.2 (A) 1.3.8.B.3 (A) 1.4.8.A.1 (A) 1.4.8.A.3 (A) 1.4.8.A.6 (A) 1.4.8.A.7 (A) 1.4.8.B.1 (A) 1.4.8.B.2 (A) <i>7.1.NM.A.2 (D)</i> <i>8.1.8.A.1 (D)</i> <i>8.1.8.A.2 (D)</i> <i>8.1.8.A.3 (D)</i> <i>8.1.8.D.1 (D)</i> <i>8.1.8.D.3 (D)</i> <i>8.1.8.E.1 (D)</i>	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 4 <u>Musical Styles and Genres</u> Identify, analyze, and perform repertoire	1.2.8.A.1 (A)	1-4	Ongoing	Performance Assessments

representative of differing genres, cultures, and historical periods.	1.2.8.A.2 (A) 1.2.8.B.1 (A) 1.3.8.B.1 (A) 1.3.8.B.2 (A) 1.3.8.B.3 (A) 1.4.8.A.1 (A) 1.4.8.A.2 (A) <i>7.1.NM.A.2 (D)</i> <i>8.1.8.A.1 (D)</i> <i>8.1.8.D.3 (D)</i> <i>8.1.8.E.1 (D)</i>			Student Self Assessment Student Peer Assessment
Unit 5 <u>Careers</u> Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	9.2.8.B.3 (D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 6 <u>Musical Composition</u> Explore and experience the process of creating, developing, and performing a melody through music composition	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) <i>8.1.8.A.1 (D)</i> <i>8.1.8.A.2 (D)</i> <i>8.1.8.A.3 (D)</i> <i>8.1.8.D.1 (D)</i> <i>8.1.8.D.3 (D)</i> <i>8.1.8.E.1 (D)</i>	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.D.3

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

TECH.8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Attendance: class, lessons, extra rehearsals, performances
- Collaborative performance assessment
- Class preparation: music, instrument, accessories
- Written theory assessments

Final course grades will be based on:

- Marking period grades (weighted 20% each)
- Midterm Exam (weighted 10%)
- Final Exam (weighted 10%)

Final course grades will be based on an average of the four quarterly grades, each weighted equally.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Advanced Orchestra (H), the goal is that a minimum of 95% of all pupils will achieve at least a proficient level (C or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#2522 Orchestra (Churchill Junior High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
35	055	H	F	8-9	5.00	210	E	11/13/2014