

# CJHS Orchestra Overview

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

## Course Overview

### COURSE DESCRIPTION

Orchestra is a full year elective course offered to 8<sup>th</sup> and 9<sup>th</sup> grade students who are proficient on stringed instruments (violin, viola, cello, and string bass). As a daily course, students can expect five 42-minute rehearsals each week. Group lessons, offered on a rotating schedule, are part of the course requirement. Orchestra students should anticipate additional after school rehearsals in preparation of public performance. Orchestra students are required to attend all performances as part of the course requirement. Qualified advanced students are encouraged to audition for Central Jersey Music Educators Intermediate Region Orchestra, New Jersey Music Educators All State Intermediate Orchestra, Central Jersey Music Educators Senior Region Orchestra, and New Jersey Music Educators All State Orchestra.

The course emphasizes the fundamentals of orchestral performance through the study and performance of appropriate 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 <sup>st</sup> 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			

## Textbooks and other resources

### COURSE RESOURCES

1. Written Music
  - a. Orchestra music selected from standard repertoire based upon the total capabilities for 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 CJMEA Intermediate Region Orchestra and NJ All-State Intermediate Orchestra solo lists
  - e. Other supplemental sheet music/books
2. Audio/Visual
  - a. Audio recordings of orchestral literature (DVD/CDs/tapes)
  - b. VHS/DVD player
  - c. Stereo system
  - d. computer, scanner, projector, printer, and music software
  - e. digital recording equipment
  - f. 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 above equipment, music, school-owned instruments, and student-owned instruments

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.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.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.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

## 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
<b>Unit 1 <u>Technical Development</u></b>  Develop proper left and right hand playing technique and performance with appropriate musicianship.	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) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments  Student Self Assessment  Student Peer Assessment
<b>Unit 2 <u>Musical Literacy</u></b>  Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology	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) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments  Student Self Assessment  Student Peer Assessment
<b>Unit 3 <u>Performance and Evaluation</u></b>  Interpret conducting gestures; understand the role of a performer within the ensemble; demonstrate	1.1.8.B.1 (M) 1.1.8.B.2 (M)	1-4	Ongoing	Performance Assessments  Student Self

appropriate rehearsal and concert etiquette; apply concept of performance assessment; develop effective practice techniques. Advanced students will be encouraged to foster musical growth through participation in supplemental performance opportunities.	1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.4.8.A.1 (M) 1.4.8.A.3 (M) 1.4.8.A.6 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) <i>7.1.NM.A.2 (D)</i>			Assessment  Student Peer Assessment
<b>Unit 4 <u>Musical Styles and Genres</u></b>  Identify, analyze, and perform repertoire representative of differing genres, cultures, and historical periods.	1.2.8.A.1 (M) 1.2.8.A.2 (M) 1.2.8.B.1 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.4.8.A.1 (M) 1.4.8.A.2 (M) <i>7.1.NM.A.2 (D)</i>	1-4	Ongoing	Performance Assessments  Student Self Assessment  Student Peer Assessment
<b>Unit 5 <u>Careers</u></b>  Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	<i>CAEP 9.2.8.B.2 (D)</i>	1-4	Ongoing	Performance Assessments  Student Self Assessment  Student Peer Assessment
<b>Unit 6 <u>Musical Composition</u></b>  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)	1-4	Ongoing	Performance Assessments  Student Self Assessment  Student Peer Assessment

	1.3.8.B.3 (M)			
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## **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 Orchestra, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D 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

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#### #2511 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
130	055	A	F	8-9	5.00	210	E	4/21/1986