

MS Orchestra Overview

Content Area: **Music**
Course(s): **Orchestra 6, Orchestra 7**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

Orchestra is an alternate day, full year elective course offered to 6th and 7th grade students proficient on stringed instruments (violin, viola, cello, string bass). As an alternate day course, students can expect a minimum of two or three 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 Regional Intermediate Orchestra and NJ All State Intermediate Orchestra.

The course emphasizes fundamentals of ensemble through study and performance of quality orchestral music. Study and application of orchestral bowings, as well as investigation of positions, etudes, solo work, 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. Career Education and Consumer/ Family/ Life Skills	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

1. Written Music

1. Orchestra music selected from standard repertoire based upon the total capabilities for the performing group
2. Method books, technique books, etudes, scales, and solos reflecting the ability of the students
3. Duets, trios, quartets, and other chamber music reflecting the ability of the students
4. Solos from the Intermediate Region Orchestra and NJ All-State Intermediate Orchestra solo lists
5. Other supplemental sheet music/books

2. Audio/Visual

- a. Audio recordings of orchestral literature (CDs/tapes)
- b. VHS/DVD player
- c. smart board
- d. Stereo system
- e. computer, scanner, printer, and music software
- f. digital recording equipment
- g. sound system and microphones

3. Instruments

- a. piano/keyboard
- b. violins, violas, cellos, basses
- c. accessories (ie: 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

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	P. (S) A
Unit 1 <u>Technical Development</u> Develop proper left and right hand playing technique and performance with appropriate musicianship.	1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.5.B.1 (M) 1.3.5.B.3 (M)	1 - 4	Ongoing	P. A S A S A
Unit 2 <u>Musical Literacy</u> Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology.	1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.1.5.B.1 (M) 1.1.5.B.2 (M) 7.1.A.1 (D) 7.1.A.2 (D) 8.1.8.A.3 (D)	1 - 4	Ongoing	P. A S A S A
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.	1.4.5.A.3 (M) 1.1.8.A.1 (D) 1.4.8.A.2 (D) 1.4.8.A.5 (D)	1 - 4	Ongoing	P. A S A S

	1.4.8.A.6 (D) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.3.5.B.5 (M) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 7.1.2.A.1 (D) 7.1.2.A.2 (D) 8.1.8.A.1 (D) 8.1.8.A.3 (D) 8.1.8.E.1 (D)			A
Unit 4 <u>Musical Styles and Genres</u> Identify, analyze, and perform repertoire representative of differing genres, cultures, and historical periods.	1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.3.8.B.2 (D) 1.4.5.B.1 (M) 1.4.5.B.2 (M) 1.4.5.B.3 (M) 1.4.5.B.5 (M) 1.2.5.A.1 (M) 1.2.5.A.2 (M) 1.2.8.A.1 (D) 7.1.2.A.1 (D) 7.1.2.A.2 (D) 8.1.8.A.1 (D) 8.1.8.A.3 (D) 8.1.8.E.1 (D)	1 - 4	Ongoing	P A S A S A

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.	1.2.8.A.1 (D) <i>9.1.8.B.5 (D)</i>	1 - 4	3-5 days	S A
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VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
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.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of 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.5

Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

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.

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

Final course grades will be based on:

- Marking period grades (weighted 25% each)

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

Orchestra (Hammar skjold Middle School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
190	056	A	F	6-7	2.50	100	E	4/21/1986