

# Elementary Orchestra Overview

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

## Course Overview

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Students are given the opportunity to study strings instruments (violin, viola, cello, bass) beginning in grade 4. Lessons are provided on a weekly basis for 40 minutes on a rotating basis. Students attend their lessons with the other students who play the same instrument.

A full orchestral experience will be provided with an all-district orchestra. Participation will be strongly encouraged by the instructors.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

<b>NJ Student Learning Standards</b>		<b>NJ Student Learning Standards</b>		<b>NJ Student Learning Standards</b>	
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	S		

## Textbooks and other resources

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COURSE RESOURCES

1. Selected Etude Books
2. Selected standard orchestral literature
3. Metronome
4. Electric Tuner
5. Supplemental Study Sheets
6. Scale Sheets
7. Audio-visual materials-records, tapes, compact discs, DVD, TV, video recording equipment, compact disc player
8. Piano
9. Stereo and taping equipment of the highest quality which is also adaptable for headphone use
10. Music Stands
11. Storage facilities to accommodate all of the equipment listed above
12. Computer, scanner and printer with appropriate software
13. Appropriate sound system and microphones.
14. Adequate amount of appropriate music and supplies
15. Large instruments, i.e.: cello, bass

## **Standards**

### COURSE SCOPE AND SEQUENCE CHART

<b>Sequential Unit Description:</b>	<b>Associated CPI's to be Achieved</b>	<b>Marking Period Guide</b>	<b>Other Pacing Guide References</b>	<b>P: (S) A</b>
Unit 1. <u>Introduction to the Instrument</u>  Instruction on how to properly hold chosen instrument; development of proper left and right hand positions; instruction on how to produce sound	1.1.5.B.1 (M)  1.1.5.B.2 (M)  1.3.5.B.1 (M)	1 - 4	Ongoing	P: A  S A

	1.3.5.B.3 (M) 1.3.5.B.4 (M) 8.1.4.A.5 (D)			S A
Unit 2. <u>Beginning Technical Development</u>  Develop proper playing technique and performance with appropriate musicianship.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.3.5.B.4 (M) 8.1.4.A.5 (D)	1 - 4	Ongoing	P A  S A  S A
Unit 3. <u>Beginning Musical Literacy</u>  Demonstrate ability to read notation of beginning music.	1.1.5.B.1 (D) 1.1.5.B.2 (D)	1 - 4	Ongoing	P A  S A  S A
Unit 4. <u>Beginning Concert Preparation</u>  Prepare and perform chosen pieces with acuity and continuity.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.3.5.B.4 (M) 8.1.4.A.5 (D)	1 - 4	Ongoing	P A  S A  S A
Unit 5. <u>Intermediate Technical Development</u>  Review of first-year technique and development of skills to play more advanced literature.	9.1.4.C.1 (D) 9.1.4.F.1 (D) 8.1.4.A.5 (D)	1-4	Ongoing	P A  S A  S A
Unit 6. <u>Intermediate Musical Literacy</u>  Demonstrate ability to read notation of intermediate level music.	1.1.5.B.1 (D) 1.1.5.B.3 (D) 1.1.5.B.4 (M) 1.1.5.B.4 (D) 1.1.5.B.3 (M)	1-4	Ongoing	P A  S A  S A

Unit 7. <u>Intermediate Concert Preparation</u>	1.2.5.A.1 (M)	1-4	Ongoing	P
Prepare and perform chosen pieces with acuity and continuity.	1.2.5.A.2 (M)			A
	1.2.5.A.3 (M)			S
	1.4.5.A.1 (M)			A
	1.4.5.A.2 (M)			S
	8.1.4.A.5 (D)			A

WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.1.2.5.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.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
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.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
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.4	Define technical proficiency, using the elements of the arts and principles of design.

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

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

- Class participation
- Individual performance and practice assessments
- Attendance: class, extra rehearsals, performance
- Class preparation: music, instrument, accessories

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

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|---|--|
| 4 | Exceeds standard                           |
| 3 | Meets standard (proficient)                |
| 2 | Making progress towards standard           |
| 1 | Lacking adequate progress (unsatisfactory) |

### COURSE EVALUATION

In Instrumental Music (Strings) 4 & 5, a minimum of 95% of all pupils will achieve at least minimum proficiency (2 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 Units 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.

methodology.

### **Other Details**

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**Instrumental Music (Strings) Grade 4 & 5 All Elementary Schools**

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
240	AE	A	F	5	0.00	40	E	04/21/1986