Unit 1 Introduction to HS String Orchestra

Content Area: **Music**
Course(s): **Orchestra**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Transfer

Introduction to High School String Orchestra

Development of Technical Skills

Enduring Understandings

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts.

Active participation in music activities leads to a comprehensive understanding of the imaginative and creative process.

Essential Questions

What is an orchestra?

What makes an orchestra good?

How is an orchestra different than a band?

Is one instrument in an orchestra more important than another?

What is the difference between an orchestra and an ensemble?

Do I remember basic music terms having to do with dynamics, expression, and articulations?

How are basic music terms related to dynamics, expression and articulation?

Do I remember how to play major scales and arpeggios

Can I read music notation?

What are the finger patterns for each major scale?

What is shifting and when is it used?

What are the different bowing styles? How do we execute them?

What are the time signatures, key signatures and dynamic markings?

How do I play a g minor scale?

Can I identify the notes which contain ledger lines in the upper octave?

What are the finger patterns for each major scale?

When is vibrato utilized?

Content

Arpeggio

Shifting

Tonality

Vibrato

Dynamics

Key Signature

Meter

Staccato

Legato

Marcato

Spiccato

Crescendo

Decrescendo

Forte

Piano

Mezzo

Learning Objectives

Perform two octave major scales and arpeggios in the key of C,F,G, and g minor

Sight read music of grade 2.5 difficulty level.

Sight read music of grade 3 difficulty level.

Demonstrate Detache' bowing, slurs, and tremolo

Identify time and key signatures.

Demonstrate shifting techniques.

Demonstrate the ability to perform with a steady pulse.

Demonstrate appropriate posture and holding of the instrument/bow.

Identify musical notation in treble, alto, and bass clefs.

Demonstrate an understanding of musical vocabulary.

Perform assigned etudes and exercises from selected method book.

Tune the instrument.

Standards

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.B	Music
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.12.B	Music
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.

Assessments

Musical Terminology and Symbols

Formative: Other Evidence: Test: Written

Written test of vocabulary terms, note identification, Key Signature and Time Signature Identification

Rehearsal Techniques

Formative: Other Evidence: Other: Teacher Observation

Teacher Observation of student Rehearsal Techniques

Bowing Techniques

Formative: Other Evidence: Other: Teacher Observation

Teacher Observation of Bowing Techniques

Technical Skills

Formative: Other Evidence: Performance: Skill Demonstration

Individual Performance Assessment of Technical Skills

Scales, Arpeggios, Interval Studies

Formative: Other Evidence: Other: Student Portfolio

Student Audio Recordings of assigned Etudes and Exercises

Demonstrate slurring technique – eight (8) slurs per bow