

Madison Public Schools

Orchestra and Honors Orchestra

Written by:

Michael Silvestri

Reviewed by:

Diane Schulthes

Director of Curriculum and Instruction

Stacy Snider

Supervisor of Visual and Performing Arts/World Languages

Approval date:

August 2016

Members of the Board of Education:

Lisa Ellis, President

Shade Grahling, Vice President

David Arthur

Debra Coen

Johanna Habib

Leslie Lajewski

Thomas Piskula

Abi Singh

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

Orchestra and **Honors Orchestra** will present the student orchestral musician with the technical, aesthetic and theoretical aspects of full and string orchestra music as a participant and observer. The course will encompass the following areas: the rehearsal, study and performance of music of various periods (Baroque, Classical, Romantic, 20th Century, Contemporary etc.) performances at school concerts, at out-of-school music festivals and/or for the public, critique and listening. The student will achieve this through ensemble participation and by attending scheduled lessons which will include technical instruction on the student's instrument in a small group lesson/sectional setting. Additionally, the honors orchestra student will further develop their musicianship by intensive study of their instrument and will choose, improve upon and complete a final project.

The Madison Public Schools Music program in grades 4 through 12 is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm and other aspects of instrumental music performance. It is the common goal of each music director in the Madison School District to help develop life-long learners who will have a love and appreciation for music. Through the use of the NJSLS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

The concepts set forth in this curriculum are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the school year. The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

Goals

This course aims to:

- Provide the student with sufficient technical knowledge to participate in college and/or community orchestras,
- Develop the ability to sight read, rehearse and perform full and string orchestra music from a wide variety of periods and styles,
- Continue the development of intonation, tone, bowing/articulation and expression as well as the fundamental aspects of performance,
- Continue the development of vibrato, shifting and specific technique during lessons through the study of orchestral literature, scales, arpeggios, etudes and solos,

- Provide a variety of performance opportunities including school concerts and out-of-school performances including festivals, competitions and/or for the public,
- Provide the opportunity to improve audition skills during the preparation for lesson assessments, seating auditions and Region/All-State Orchestra auditions,
- Provide the student with enough general knowledge and experience to intelligently interpret and appreciate the various kinds of music they will encounter throughout their life,
- Provide the advanced student with the opportunity to rehearse and perform in school concerts and at out-of-school performances in a chamber group such as an octet/nonet, (H)
- Develop advanced student abilities in performing, researching, writing and/or composing/arranging through the completion of a final project/performance, and (H)
- Encourage the comprehension of theoretical concepts and historical aspects present in orchestral music whenever possible in terms of key relationships, tonality, effect on left hand fingering, bowing/articulation and expression as intended by the composer and style.

Materials

Core: There is no textbook for this course, rather the teacher will utilize the hundreds of titles available in the music library housed at MHS.

Supplemental: YouTube, teacher created resources, various other online resources and videos

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course. Each semester will culminate in a public performance.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: Reinforcing the Fundamentals

Unit Summary:

This unit provides the opportunity for the student to experience, participate and become accustomed to rehearsal procedures, varying rehearsal techniques, sight-reading procedures, major and minor scales, rhythm perception and performance and various bowing articulations as required by orchestral repertoire selected for study and performance. Seating in the orchestra will be determined by audition during lessons which will occur in a rotating pull-out schedule. Criteria for seating auditions will focus on scales, solo and sight reading. In addition, the honors student will choose a final project that they will work on throughout the year and complete a lesson assessment at the end of the marking period.

Suggested Pacing: ongoing

Learning Targets

Unit Essential Questions:

- How can I make my tone better?
- How can my intonation improve?
- How does my left hand fingering and right-hand /arm position affect my performance?
- How can I become a better sight-reader?

Unit Enduring Understandings:

- Tone can be further developed by practicing bowing techniques in various literature and orchestral repertoire. The advancement of ability will focus on the use of arm weight or pressure, speed of the bow or the amount of bow and the proximity to the bridge.
- Intonation can improve by proper left-hand, arm and elbow position, proper attack of each note played, focused listening and the spacing of the fingers according to the appropriate scale and position.
- The left hand must be positioned on the instrument in a proper way with the thumb lightly pressed against the neck of the instrument. The right arm should be level with the string with the wrist either even with or above the bow with a proper bow grip and a relaxed wrist.
- Sight-reading can improve with repetition and by following a procedure such as determining the key signature and thinking of the corresponding scale fingering, noticing the time/meter signature, seeking out and counting difficult or challenging rhythms, determining where shifts should occur and following tempo, articulation and dynamics. Advanced sight readers also learn to look a measure ahead to anticipate and process the music they will encounter before it occurs.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Orchestra chair audition
- Honors instrumental assessment

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards |
|---|--|-----------------------|--|
| Sight read and read full and string orchestra music in an ensemble setting. | Content: Style, Scales, Tempo, Rhythm, Shifting, Tonality, Dynamics, Articulation, Key signature, Meter signature, Bowing/articulation, Major and minor scales, Treble, alto, tenor and/ or bass clefs. | Teacher feedback | NJSLS: Visual & Performing Arts 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.3.12.B.2 The ability to read and interpret music impacts musical fluency. |

| | | | |
|--|--|--|---|
| | Skills: Bowing, Shifting, Rhythm, Listening, Intonation, Sight-reading, Left hand fingering, Following a conductor. | | Analyze how the elements of music are manipulated in original or prepared musical scores. |
| Rehearse and perform full and string orchestra music of Baroque, Classical, Romantic, 20th Century and/or Contemporary styles. | Content/skills: Blend, Attacks, Balance, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms, Rehearsal procedures, Following a conductor. | Teacher feedback Critiques of recorded rehearsals as per rubric Comparison to professional orchestra performances on <i>YouTube</i> or by audio recordings | NJSLS:Visual & Performing Arts 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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. 1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores. |
| Develop individual instrumental technique during individual or small group lessons/sectionals. | Content: Arpeggios, Bowing etudes, Solo literature, Shifting etudes, Orchestral excerpts, Major and/or minor scales, Selected orchestral literature. Skills: Listening, Bow grip review, Tone development, Developing vibrato, Bowing procedures, Performance posture, Right arm/wrist alignment, Shifting into higher positions on all strings, Left hand/arm/elbow position and finger placement. | Teacher feedback | NJSLS:Visual & Performing Arts 1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Prepare for and perform for an audition. | Content: Scales, Sight Reading, Solo or orchestral excerpt. Skills: Tone, Rhythm, Facility, Intonation, | Orchestra Chair Audition Rubric | NJSLS:Visual & Performing Arts 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and |

| | | | |
|---|---|---|---|
| | <p>Musicianship, Note accuracy.</p> | | <p>performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |
| <p>Rehearse advanced string and chamber music of various styles in a chamber setting. (H)</p> | <p>Content/skills: Blend, Attacks, Balance, Critique, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms.</p> | <p>Teacher feedback</p> <p>Student/section leader feedback</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| <p>Choose and begin final project. (H)</p> | <p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p> | <p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency.</p> |

| | | | |
|---------------------------------------|--|---|---|
| | | | <p>Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> |
| Perform during lesson assessment. (H) | <p>Content: Scales, Arpeggios, Sight reading, Etudes, solos and/ or orchestral excerpts.</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy.</p> | <p>Teacher feedback</p> <p>Student critique of iPhone or digital music recorder recording as per rubric.</p> <p>Honors lesson assessment rubric</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |

| Unit 2 Overview | |
|---|--|
| Unit Title: Skill Development | |
| Unit Summary: This unit provides the student with the opportunity to develop all skills at a more advanced level while preparing for a school concert/performance. Lessons will continue to focus on technique development in small group/sectional setting in a rotating pull-out schedule. The chamber group will also continue to progress and prepare for school and out-of-school performances. The honors student will demonstrate progress of their final project on a monthly basis and complete a lesson assessment. | |
| Suggested Pacing: ongoing | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> • How can I better prepare my part for a performance? • How does listening affect my performance? • How does music theory relate to the pieces we are playing? • How does my performance reflect and interpret the style? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> • I can better prepare my part for a performance by practicing my part at home and/or in a practice room so that I am prepared for every orchestra rehearsal. I must strive to play my part to the best of my ability, to follow all rehearsal procedures and to attend all scheduled lessons. • Focused listening while playing will help to improve intonation, rhythmic accuracy, dynamics, articulation and balance of the orchestra. • Music theory is involved in the comprehension of keys, scales, tonality and fingering. It will also help improve reading as composers tend to follow well-established compositional practices that affect key changes. By understanding theoretical concepts in the piece any modulations can be anticipated by the performer. • The style of the piece is greatly affected by the proper development of tone, level of expression and the performance of a wide variety of articulations and dynamics which vary from style period to style period. | |
| Evidence of Learning | |
| Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. | |
| Summative Assessments: <ul style="list-style-type: none"> • Winter Concert performance • Honors instrumental assessment | |
| Alternative Assessment: Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform. | |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards |
|---|--|---|--|
| Rehearse and perform full and string orchestra music at a higher level while preparing for a performance. | <p>Content: Blend, Attacks, Balance, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms, Rehearsal procedures, Following a conductor.</p> <p>Skills: Expression, Increasing tempi, Refining articulation, Increasing/decreasing dynamics, Starting pieces with the anacrusis, Following style intended by composer, Tuning chords, melodic lines and all harmony, Following conducting gestures more closely.</p> | <p>Teacher feedback</p> <p>Critiques of recorded rehearsals as per rubric</p> <p>Comparison to professional orchestra performances on <i>YouTube</i> or by audio recordings</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Develop individual instrumental technique during individual or small group lessons/sectionals. | <p>Content: Arpeggios, Bowing etudes, Solo literature, Shifting etudes, Orchestral excerpts, Major and/or minor scales, Selected orchestral literature</p> <p>Skills: Listening, Bow grip, Tone development, Developing vibrato, Bowing procedures, Performance posture, Right arm/wrist alignment, Left hand position and finger placement, Shifting into higher positions on all strings.</p> | <p>Teacher feedback</p> <p>Student critique of <i>iPhone</i> or <i>digital music recorder</i> recording as per rubric.</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> |
| Sight read and read full and string orchestra music in an ensemble setting. | <p>Content: Style, Tempo, Rhythm, Shifting, Tonality, Dynamics, Articulation, Key signature, Meter signature, Bowing/articulation, Major and minor scales,</p> | <p>Teacher feedback</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> |

| | | | |
|--|---|---|---|
| | <p>Treble, alto, tenor and/ or bass clefs.</p> <p>Skills: Bowing, Rhythm, Listening, Sight-reading, Left hand fingering, Following a conductor.</p> | | <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Perform during lesson assessment. (H) | <p>Content: Scales, Arpeggios, Sight reading, Etudes, solos and/ or orchestral excerpts.</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy.</p> | <p>Teacher feedback</p> <p>Student critique of <i>iPhone</i> or <i>digital music recorder</i> recording as per rubric.</p> <p>Honors lesson assessment rubric</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |
| Rehearse and perform advanced string and chamber music of various styles in a chamber setting. (H) | <p>Content/skills: Blend, Attacks, Balance, Critique, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms.</p> | <p>Teacher feedback</p> <p>Student/section leader feedback</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Demonstrate progress of final project. (H) | <p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p> | <p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |

| | | | |
|--|--|--|---|
| | | | <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> |
|--|--|--|---|

| Unit 3 Overview | |
|--|--|
| Unit Title: Performance and Orchestral Literature | |
| <p>Unit Summary:</p> <p>This unit provides the student with the opportunity to sight-read, rehearse and perform more challenging full and string orchestra literature while developing the expressive and dynamic aspects of the ensemble. The student will continue to develop technique and to develop a more mature orchestral tone. The student will also prepare for an audition by practicing for a lesson assessment which will occur during lessons. The chamber group will continue to add material to their repertoire and to refine music for school and out-of-school performances. The honors student will continue to work on their final project by demonstrating progress on a monthly basis and complete a lesson assessment.</p> | |
| Suggested pacing: ongoing | |
| Learning Targets | |
| <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Which practices learned during units 1 & 2 can be applied while learning new performance material? • How can I best prepare for my lesson assessment? • How does music history affect the orchestra's rehearsal and performance? | |
| <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The process of sight reading, rehearsing and preparing for a performance is applied whenever new pieces of music are selected for performance and study. | |

- I can prepare for my lesson assessment by practicing scales and arpeggios in the required keys and tempo, rhythms and bowing, by attending all of my assigned lessons, and by practicing difficult places in selected repertoire to the best of my ability.
- Music history affects the interpretation and style of pieces by instrumentation, dynamics, articulation and expression.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Lesson assessment
- Public and/or school performance
- Honors instrumental assessment

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards |
|---|---|---|---|
| Rehearse and perform more challenging music various styles including Baroque, Classical, Romantic, 20th Century and/or Contemporary styles. | <p>Content: Style, Scales, Tempo, Rhythm, Shifting, Tonality, Dynamics, Articulation, Key signature, Meter signature, Bowing/articulation, Major and minor scales, Treble, alto, tenor and/ or bass clefs.</p> <p>Skills: Bowing, Shifting, Rhythm, Listening, Intonation, Sight-reading, Left hand fingering, Following a conductor.</p> | <p>Teacher feedback</p> <p>Critiques of recorded rehearsals as per rubric</p> <p>Comparison to professional orchestra performances on <i>YouTube</i> or by audio recordings</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Develop individual instrumental technique during individual or small group lessons/sectionals and prepare for an audition. | <p>Content: Arpeggios, Bowing etudes, Solo literature, Shifting etudes, Orchestral excerpts, Major and/or minor scales, Selected orchestral literature.</p> <p>Skills: Listening, Bow grip,</p> | <p>Teacher feedback</p> <p>Student critique of iPhone or digital music recorder recording as per rubric.</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |

| | | | |
|--|--|--|--|
| | Tone development, Developing vibrato, Bowing procedures, Performance posture, Right arm/wrist alignment, Left hand position and finger placement, Shifting into higher positions on all strings. | | NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Sight read and read full and string orchestra music in an ensemble setting. | Content: Style, Tempo, Rhythm, Shifting, Tonality, Dynamics, Articulation, Key signature, Meter signature, Bowing/articulation, Major and minor scales, Treble, alto, tenor and/ or bass clefs Skills: Bowing, Rhythm, Listening, Sight-reading, Left hand fingering, Following a conductor | Teacher feedback | NJSLS:Visual & Performing Arts 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores. |
| Perform during lesson assessment. (H & R) | Content: Scales, Arpeggios, Solos and/ or orchestral excerpts Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy. | Teacher feedback Student critique of iPhone or digital music recorder recording as per rubric. Lesson assessment rubric Honors lesson assessment rubric | NJSLS:Visual & Performing Arts 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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. |
| Rehearse and perform advanced string and chamber music of various styles in a chamber setting. (H) | Content/skills: Blend, Attacks, Balance, Critique, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms. | Teacher feedback Student/section leader feedback | NJSLS:Visual & Performing Arts 1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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. 1.3.12.B.2 The ability to read and interpret music impacts musical fluency. |

| | | | |
|---|---|---|--|
| | | | Analyze how the elements of music are manipulated in original or prepared musical scores. |
| Continue progress toward the completion of final project. (H) | <p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p> | <p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> |

Unit 4 Overview

Unit Title: Advanced Orchestral Techniques

Unit Summary:

This unit provides the student with the opportunity to develop skills at a more advanced level while preparing more challenging orchestral literature for performance during a school concert, an out-of-school festival/competition and/or a public performance. The student will continue to develop technique, a more mature orchestral tone, expression and dynamics during lessons. The chamber group will continue to add material to their repertoire and perfect music for school and out-of-school performances. The honors student will continue to work on their selected final project until completion and complete a lesson assessment.

Learning Targets

Unit Essential Questions:

- How can we better prepare for concerts, public performances and music festivals?
- How have I improved since the beginning of the year?
- How has my section and the overall orchestra improved since the beginning of the year?

Unit Enduring Understandings:

- We can better prepare for performances by practicing our parts alone and with other members of our sections, attending all lessons, repeating difficult sections and techniques until they are more perfect, listening more carefully to the orchestra and following the conductor.
- My improvement has been based on the amount and quality of my practice time, application of new techniques, understanding of keys, scales and left hand fingering and dedication to my instrument.
- My section of the orchestra has improved by the rehearsal and application of performance techniques and dedication. The overall orchestra has also improved by the same methods and by working together as a team toward desired goals and achievements.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Spring Concert, music festival/competition and/or public performances
- Honors instrumental assessment
- Honors final project

Alternative Assessment: Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards |
|---|---|---|---|
| Perform more challenging literature at a more advanced level while preparing for a performance. | <p>Content:</p> <p>Blend, Attacks, Balance, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms, Rehearsal procedures, Following a conductor</p> <p>Skills:</p> | <p>Teacher feedback</p> <p>Critiques of recorded rehearsals as per rubric</p> <p>Comparison to professional orchestra performances on <i>YouTube</i> or by audio recordings</p> | <p>NJSLS:Visual & Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance,</p> |

| | | | |
|--|---|---|--|
| | <p>Expression, Increasing tempi, Refining articulation, Increasing/decreasing dynamics, Starting pieces with the anacrusis, Following style intended by composer, Tuning chords, melodic lines and all harmony, Following conducting gestures more closely.</p> | | <p>and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Develop individual instrumental technique during individual or small group lessons/sectionals. | <p>Content: Arpeggios, Bowing etudes, Solo literature, Shifting etudes, Orchestral excerpts, Major and/or minor scales, Selected orchestral literature</p> <p>Skills: Bow grip, Listening, Tone development, Developing vibrato, Bowing procedures, Performance posture, Right arm/wrist alignment, Left hand position and finger placement, Shifting into higher positions on all strings.</p> | <p>Teacher feedback</p> <p>Student critique of iPhone or digital music recorder recording as per rubric.</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |
| Perform during lesson assessment. (H) | <p>Content: Scales, Arpeggios, Sight reading, Etudes, solos and/ or orchestral excerpts.</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy.</p> | <p>Teacher feedback</p> <p>Student critique of iPhone or digital music recorder recording as per rubric.</p> <p>Honors lesson assessment rubric</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |
| Rehearse and perform advanced string and chamber music of various styles in a chamber setting. (H) | <p>Content/skills: Blend, Attacks, Balance, Critique, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms</p> | <p>Teacher feedback</p> <p>Student/section leader feedback</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> |

| | | | |
|-----------------------------|---|---|--|
| | | | <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> |
| Complete final project. (H) | <p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Writing, Critique, Research, Music Theory, Music History, Music Technology, Composing/Arranging, Instrumental Performance.</p> | <p>Teacher feedback</p> <p>Digital Performance portfolio rubric</p> <p>Research paper rubric</p> <p>Composition/arrangement rubric</p> <p>Monthly progress checklist and reflection.</p> <p>Student critique of iPhone or digital music recorder recording as per rubric.</p> | <p>NJSLS: Visual & Performing Arts</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. 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.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> |