

Curriculum Map: HS Orchestra

Course: ORCHESTRA Sub-topic: Orchestra

Grade(s): 9 to 12

Course Description: In Sr. High our string players play in the Sr. High School Orchestra Ensemble as well as receive personally tailored, though short lessons on their instrument. The class meets daily and lessons are weekly, though students are shared between other Elective Courses and dual period courses. In Orchestra we take the basics learned in Jr. High School and broaden and deepen them. As the years progress students work toward increasingly self-directed learning: developing problem solving, self discipline, and musical skills that will serve them their entire lives.

Orchestra students need to meet progressive standards as well as proficiency in practice material and concert music in the form of "Benchmarks". Benchmarks are in-lesson evaluations or video files submitted to the teacher electronically. While home internet access and access to a device for recording digital video (usually mobile phones in this day and age) is preferred, students unable to access these things are provided several ways to record these during school time, or in the half hour immediately following school by appointment. These benchmarks are evaluated and the evaluations are returned to the student via e-mail. School e-mail, Google Classroom, and Google Drive are exclusively used for these purposes.

There are two performances each year, one preceding Christmas Break, and one at the end of the year in May. While students are developing their personal skills, technique, and musicality, they also are developing ensemble and teamworking skills in the orchestra all of which reaches fruition in these concert performances.

Course Textbooks, Workbooks, Materials Citations: Students use a variety of resources to advance their skill, knowledge, and understanding of music as it relates to a string instrument player.

Included are:

Strictly Strings, book 3

Teacher created scales, arpeggios, songs/pieces, sight-reading, etc.

Habits of a Successful String Musician

Expressive Techniques for Orchestra

Teacher-Selected Ensemble Literature.

Online resources suggested by Teacher, often used at home on personal devices when blocked by school internet policy.

Pacing Calendar: Pacing Calendar is constantly under review and re-write. I can be found at the following link:

[Sr. High Sequence Calendar](#)

Unit: Skill, Concept, & Knowledge Development

Timeline: Week 1 to 34

Topic: Skill, Concept, & Knowledge Development

Minutes for Topic: 510

Core Lesson

Description: Students will use performance skills to express musical ideas.

- Bowing skills: Appropriate to repertoire; col legno, sul ponticello, sul tasto
- Musicianship: Repertoire: through grade 3; Improvisation: improvise melodies in D major, two-octaves; Ensemble Playing: sectional rehearsal skills
- Tuning: all open string tuning with fine tuners

SLO II. Students will demonstrate elements of music.

A. Reading Skills

- Sight-reading skills:
- Key Signatures: Key Signatures will be limited to the following: C, G, D Major, and relative natural minors.
- Meters: 2/4, 3/4, 4/4, Cut Time
- Clefs: Viola will use only alto clef. Cello and Bass will use only bass clef.
- Position Work: 3rd position work used in the violin 1 part only, 4th position work used in the cello, half position work and 5th position work used in the bass.
- Fingerings: All fingerings will be marked when position work (listed above) is used.
- Divisi: There will be no divisi parts written.
- Multiple Stops: Multiple stops will be limited to all open strings or open strings with one finger used.

-

Repeats: 1st and 2nd endings, D.C. and D.S. Fine

-

Intervals Played and Sung (aural training): Major scales

-

allegro, moderato, cantabile, dolce, grace note, grazioso, grave, maestoso, meno, molto, pesante, poco, sostenuto, subito, tenuto

B. Finger Patterns and Scales

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Two octave scales: Major: C, G, D, A, F; minor a, g, d, e

C. Composition

-

Write an eight-measure melody in the key of F Major, in a simple duple or quadruple meter, using bowing and shifting markings.

SLO III. Students will analyze, critique, and compare and contrast music. Students will describe personal responses to music.

A. Music Criticism

-

Respond to and critique a performance of music of the Baroque, Classical, or Romantic Period addressing unity or contrast of mood, rhythmic characteristics, melodic characteristics, dynamics, and instrumentation.

B. Form

-

Baroque Suite, Fugue, Concerto Grosso, Compound Ternary, Theme and Variation, Program Music,

SLO IV. Students will make connections among the arts and with non-arts disciplines.

A. Connections among the arts

-

Students will make connections between contemporary music and the use of music to create mood in films/TV.

-

Students will compare and contrast Baroque music and architecture.

-

Students will compare and contrast Classical music and Classical ballet.

-

Students will compare and contrast between Romantic music and drama.

B. Connections with non-arts disciplines

Students will be able to do some of the following:

-

Students will make connections between the operation of a violin and science.

-

Students will make connections between the operation of stringed instruments and operation of simple machines in science.

-

Students will make connections between music and language arts.

-

Compare and contrast team-building in orchestra and physical education.

-

Compare strategies for reading music with those for reading text.

-

Students will relate events in American history to American music.

-

Compare and contrast 17th century music and technological/scientific ideas.

-

Students make connections between the political/social revolutions of the late 18th century and Music from the Classical Period

-

Students will make connections between literary writing style and Romantic music.

SLO V. Students will demonstrate knowledge of music in historical and cultural contexts.

Students will be able to do some of the following:

-

Students will compare and contrast sacred and secular music in the Baroque era.

-
- Students will compare and contrast music of the Baroque and Classical periods.
-
- Students will compare and contrast programmatic music of the Romantic era.

Core Lesson Students use a variety of resources to advance their skill, knowledge, and understanding of music as it relates to a string instrument player.

Materials:

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Core Lesson Adagio - Slow and leisurely; Slow Movement of a long work of music.

Key

Alegretto Grazioso - Lively & gracefully.

Terminology

Alegretto Non Troppo - Moderately Fast but not too fast.

&

Allegro Assai - Very fast.

Definitions:

Allegro Feroce - Fast & furious.

Allegro Giocoso - Fast & Joyous.

Allegro Maestoso - Fast & majestic.

Allegro Moderato - Moderately Fast.

Allegro Ma Non Troppo - Fast but not too fast.

Allegro Vivace - Fast & Lively.

Andante Cantabile - Slowly, in a singing style.

Andante Con Moto - Slow with motion.

Andante Doloroso - Slowly expressing pain of grief

Andante Sostenuto - Slowly in smooth, legato style

Arpeggios - A Chord played one note at a time.

Assai - Very.

Canon - Imitation form where two or more parts are played successively.

Chord - Several notes played at one time, usually 3 different pitches which is called a Triad.

Coda - The ending of a piece, passage, or movement.

Concerto - A piece in several movements written for a solo instrument accompanied by orchestra.

Crescendo Molto - Get much louder.

Double Stop - Playing on two strings at one time.

Etude - A composition written to help improve a specific technique.

Espressivo - Play expressively.

Fugue - A Musical form based on interwoven melodies. Like a Canon but much more intricate.

Harmonic Minor Scale - a Natural Minor Scale with a raised 7th (Leading Tone)

Jig - A lively dance form often found in music from Scotland, Ireland, and England.

Maestoso Con Grandezza - Majestic with Grandeur.

Melodic Minor Scale - A Natural Minor Scale with a raised 6th and 7th when ascending, but a normal, Natural Minor 6th and 7th when descending (gives the most minor feel while adding the leading tone function

and not having the odd step-and-a-half interval between the 6th and 7th scale degrees)

Molto - Very much.

Movement - A self-contained (can stand on its own) section of a larger composition like a Symphony, Concerto, or Sonata.

Overture - An Introduction to an Opera, Play, or Ballet (usually includes snippets of the music to come)

Piu - More.

Piu Vivo - More spirited.

Poco a Poco - Little by little.

Presto - Faster than Allegro.

Symphony - A long piece written for orchestra and composed of three to five movements.

Thumb Position (cello/bass) - Playing notes in a hand position that uses the thumb (and not the pinky).

Trill - Rapid alteration of two notes.

Two-Part Invention - An imitation form often used by J.S. Bach where both parts are treated equally.

Topic: Repertoire, Ensemble Skills, Musicality in a group

Minutes for Topic: 2400

Core Lesson

Description

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