

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Elementary Orchestra

Department: Music

Length of Period (mins.) 60

Periods per Week: 1

Length of Course (yrs.) 1.0

Adopted: 06/11/06

Developed by:

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Description of Course

Course Title:

Elementary Orchestra

Description:

A district-wide string orchestra that introduces students to large ensemble playing.

Goals:

- To further develop music literacy skills in an orchestra setting
- To continue to build a solid foundation for basic and advanced string technique
- To continue to develop a good quality sound on their instruments
- To empower students with the skills necessary to be a contributing member of a performing ensemble
- To prepare and perform a concert of various styles of music
- To further an understanding of music in various cultural and historical contexts

Requirements:

A string instrument and bow in proper playing condition, rosin, shoulder rest, cleaning cloth, and other accessories as needed

Text:

String Orchestra music at appropriate levels

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
	1	Students will learn and demonstrate good rehearsal etiquette.	L	<ul style="list-style-type: none"> • Discuss rehearsal expectations • Discuss good practice habits 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 G
	2	Students will review what a conducting pattern is and how to follow a conductor.	R,L	<ul style="list-style-type: none"> • Students will practice conducting with teacher • Students will count aloud the beats as the conductor gives them. (conductor change tempos, and volume, etc.) 	<ul style="list-style-type: none"> • Teacher observation • Teacher listening 	9.1.5 A
	3	Students will demonstrate an understanding of key signatures- C, G, D, F and Bb Major.	U	<ul style="list-style-type: none"> • Students will identify the key signatures of orchestra pieces • Students will be able to play a one-octave scale of each key. • Students will identify how the key will affect their finger placement. 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 B 9.1.5 C
	4	Students will demonstrate an understanding of time signatures.	U	<ul style="list-style-type: none"> • Students will be able to play in 4/4, and 3/4 times. 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 A-C
	5	Students will demonstrate an ability to play with good intonation within a harmonic setting.	U	<ul style="list-style-type: none"> • Students will listen to their pitch against others. • Students will sing a passage for pitch before playing it. 	<ul style="list-style-type: none"> • Teacher listening • Self/peer evaluation 	9.1.5 A-C
	6	Students will demonstrate an understanding of how to achieve good articulation and tone by improving bowing techniques.	U	<ul style="list-style-type: none"> • Students will be aware of their bow in relation to the section. • Students will work on proper bow placement and distribution. • Bowing vocabulary will be reviewed: detache, pizzicato, legato, marcato, col legno, etc. 	<ul style="list-style-type: none"> • Teacher observation • Self/peer observation • Teacher questioning 	9.1.5 A-C
	7	Students will learn to follow musical directions: dynamics, tempos, mood markings.	U	<ul style="list-style-type: none"> • Students will verbally explain the markings. • Students will demonstrate understanding by playing the markings correctly 	<ul style="list-style-type: none"> • Teacher questioning • Teacher listening 	9.1.5 A-C
	8	Students will interpret and achieve musicality in the style of the musical period.	L	<ul style="list-style-type: none"> • Discuss characteristics of the style of orchestra pieces. • Discuss characteristics of musical periods. • Encourage students to research a particular period/composer. 	<ul style="list-style-type: none"> • Teacher questioning • Teacher listening • Oral presentations of students wishing to research 	9.1.5 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	9	Students will recognize musical form-AB, and ABA.	L	<ul style="list-style-type: none"> • Explain simple form, and ask students to identify pieces that exemplify the form. 	<ul style="list-style-type: none"> • Teacher questioning 	9.1.5 A
	10	Students will interpret and perform music containing first and second endings, D.C., and D.S. indications and codas.	L,U	<ul style="list-style-type: none"> • Use of orchestra music • Performing directional marks 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 B
	11	Students will be aware of the texture of orchestra pieces.	L	<ul style="list-style-type: none"> • Explain texture and how the different sections are used to create different textures. 	<ul style="list-style-type: none"> • Teacher questioning 	9.1.5 A, C
	12	Students will solfege a one-octave scale and arpeggio.	L	<ul style="list-style-type: none"> • Sing scales in the key of the piece prior to playing the scale to stress the importance of hearing the pitch first in their head. • Practice harmonizing chords by section- listening for intonation. 	<ul style="list-style-type: none"> • Teacher questioning • Teacher listening 	9.1.5 B, C
	13	Students will demonstrate improvement in existing performance skills pertaining to good posture, instrument and bow hold, and left hand position.	U	<ul style="list-style-type: none"> • Teacher and student modeling • Weekly rehearsal reminders 	<ul style="list-style-type: none"> • Teacher observation • Teacher questioning • Self/peer observation 	9.1.5 B
	14	Students will demonstrate improvement in sight-reading simple exercises.	L	<ul style="list-style-type: none"> • Weekly sight-reading examples as warm-up, grade level 1 	<ul style="list-style-type: none"> • Teacher listening • Student listening 	9.1.5 B
	15	Students will describe music and its relationship to other art forms.	L,U	<ul style="list-style-type: none"> • Discuss the characteristics of pieces that are dances, based on artwork, or other art forms. 	<ul style="list-style-type: none"> • Teacher questioning 	9.3.3 B
	16	Students will have an awareness of the composer, culture and time period for each concert piece of music.	A	<ul style="list-style-type: none"> • Discuss the composer and other works by him • Discuss the country and culture for which the piece was written. • Discuss other historical events that were going on at the time the piece was written. 	<ul style="list-style-type: none"> • Teacher questioning 	9.2.3 A B 9.2.3 G