

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**High School Orchestra**

Course #: 727/737/747

Grade(s): 9, 10, 11, 12

Department: Music

Length of Period (mins.) 40

Total Clock Hours: 60/120

Periods per Cycle: 3/6

Length of Course (yrs.) 1.0

Type of Offering:        required   ✓   elective

Credit: .5/1.0

Adopted:                   

Developed by:

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## Description of Course

### Course Title:

High School Orchestra - # 727/737/747

### Description:

An ensemble program comprised of a full symphony orchestra, a string orchestra, and other string ensembles as enrollment and abilities allow.

### Goals:

- To further develop music literacy skills in an orchestra setting
- To utilize basic and advanced string technique within the context of orchestral literature
- To develop techniques for blending within a section and across the orchestra
- To empower students with the skills necessary to be a contributing member of a performing ensemble
- To develop leadership skills necessary to become section leaders and to lead small ensembles
- 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 a bow in proper playing position, rosin, shoulder rest, cleaning cloth, and other accessories as needed
- Attendance in class, at rehearsals, and performances

### Text:

String Orchestra music at appropriate levels

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### 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 demonstrate good rehearsal etiquette and practice skills.	R	<ul style="list-style-type: none"> <li>• Explain rehearsal expectations</li> <li>• Explain good practice habits</li> <li>• Model good practice techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher observation</li> </ul>	9.1.12.G
	2	Students will review what a conducting pattern is and how to follow a conductor.	R,L	<ul style="list-style-type: none"> <li>• Opportunity to conduct during rehearsals</li> <li>• Student conductors will be chosen to assist with rehearsals and sectionals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher listening</li> <li>• Self/peer evaluation</li> </ul>	9.1.12.A
	3	Students will demonstrate an understanding of all key signatures, and will play fluently up to 5 sharps and flats.	U,R	<ul style="list-style-type: none"> <li>• Identify the key signatures of orchestra pieces</li> <li>• Students will be able to play a two –three octave scale of each key</li> <li>• Identify how the key will affect their finger placement</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher observation</li> </ul>	9.1.12 B 9.1.12 C
	4	Students will demonstrate an mastery of time signatures.	U,R	<ul style="list-style-type: none"> <li>• Play fluently in all time signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher observation</li> </ul>	9.1.12 A-C
	5	Students will demonstrate an ability to play with good intonation within a harmonic setting.	U	<ul style="list-style-type: none"> <li>• Listen to their pitch against others</li> <li>• Sing a passage for pitch before playing it.</li> <li>• Sing their part in harmony with the other parts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher listening</li> <li>• Self/peer evaluation</li> </ul>	9.1.12 A-C
	6	Students will demonstrate an understanding of how to achieve good articulation and tone by improving bowing techniques.	U,R	<ul style="list-style-type: none"> <li>• Awareness of their bow in relation to the section</li> <li>• Proper bow placement and distribution</li> <li>• Verbally express the bowing style using correct vocabulary\</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self/peer observation</li> <li>• Teacher questioning</li> </ul>	9.1.12 A-C
	7	Students will follow musical directions: dynamics , tempos, mood markings.	U,R	<ul style="list-style-type: none"> <li>• Explain the markings</li> <li>• Demonstrate understanding by playing the markings correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher listening</li> </ul>	9.1.12 A-C
	8	Students will interpret and achieve musicality in the style of the musical period.	L,U,R	<ul style="list-style-type: none"> <li>• Discuss characteristics of the style of orchestra pieces</li> <li>• Discuss characteristics of musical periods</li> <li>• Encourage students to research a particular period/composer</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher listening</li> <li>• Oral presentations of students wishing to research</li> </ul>	9.1.12 D
	9	Students will recognize musical form-Binary, Ternary, Rondo, Through Composed Theme and Variations.	U	<ul style="list-style-type: none"> <li>• Explain simple form, new examples of form, and ask students to identify pieces from the concert repertoire that exemplify the form</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> </ul>	9.1.12.A

Unit	Num	Objective	Level	Content	Evaluation	Standard
	10	Students will be aware of the texture of orchestra pieces.	U	<ul style="list-style-type: none"> <li>• Explain texture and how the different sections are used to create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> </ul>	9.1.12.A-C
	11	Students will solfege a one octave scale and arpeggio, and simple harmonic exercises.	L,U	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practice harmonizing chords by section- listening for intonation.</li> <li>• Practice sight-singing simple warm-up exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Teacher listening</li> </ul>	9.1.12.B, C
	12	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"> <li>• Teacher and student modeling</li> <li>• Weekly rehearsal reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher questioning</li> <li>• Self/peer observation</li> </ul>	9.1.12 B
	13	Students will demonstrate improvement in sight-reading simple exercises.	U	<ul style="list-style-type: none"> <li>• Weekly sight-reading examples as warm-up, grade level 1 _-2 _</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher listening</li> <li>• Student listening</li> </ul>	9.1.12 B
	14	Students will describe music and its relationship to other art forms.	L,U	<ul style="list-style-type: none"> <li>• Discuss the characteristics of pieces that are dances, based on art work, or other art forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> </ul>	9.3.12.B
	15	Students will have an understanding of the composer, culture and time period for each concert piece of music.	U	<ul style="list-style-type: none"> <li>• Discuss the composer and other works by him</li> <li>• Discuss the country and culture for which the piece was written.</li> <li>• Discuss other historical events that were going on at the time the piece was written.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> </ul>	9.2.12 A, B 9.2.12 G