

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**Middle Level Orchestra**

Department: Music

Length of Period (mins.) 43

Total Clock Hours: 21.5

Periods per Cycle: 3

Length of Course (yrs.) 0.33

Type of Offering:      required   ✓   elective

Credit: 0.5

Adopted:                     

Developed by:

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## Description of Course

### Course Title:

Middle Level Orchestra

### Description:

A performing ensemble for string players which provides an opportunity for musical growth. Orchestra is an elective with group lessons offered once per cycle at each middle school, and group

### 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 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 position, rosin, shoulder rest, cleaning cloth, and other accessories as needed, playing quizzes, written assignments as needed designed to assess student understanding of music theory, history, 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.	U,R	<ul style="list-style-type: none"> <li>Rehearsal expectations</li> <li>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>	9.1.8 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>Practice conducting with teacher</li> <li>Count aloud the beats as the conductor gives them (conductor change tempos, and volume, etc.)</li> <li>Practice conducting during rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Teacher listening</li> <li>Self/peer evaluation</li> </ul>	9.1.8 A
	3	Students will demonstrate an understanding of key signatures- C, G, D, A, F, B <sup>b</sup> , and E <sup>b</sup> Major.	U,R	<ul style="list-style-type: none"> <li>Identify the key signatures of orchestra pieces</li> <li>Play a one –two 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>	9.1.8 B 9.1.8 C
	4	Students will demonstrate an understanding of time signatures.	U,R	<ul style="list-style-type: none"> <li>Play in 4/4, 3/4, 2/4, 5/4, 6/8, 3/8, 9/8 and 12/8 time</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> </ul>	9.1.8 A 9.1.8 B 9.1.8 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>	9.1.8 A 9.1.8 B 9.1.8 C
	6	Students will demonstrate an understanding of how to achieve good articulation and tone by improving bowing techniques.	L,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>Bowing vocabulary: <ul style="list-style-type: none"> <li>- detache</li> <li>- pizzicato</li> <li>- legato</li> <li>- marcato</li> <li>- col legno</li> <li>- marteles</li> <li>- sul ponticello</li> <li>- sul tasto</li> <li>- staccato</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self/Peer observation</li> <li>Teacher questioning</li> </ul>	9.1.8 A 9.1.8 B 9.1.8 C
	7	Students will learn to follow musical directions: dynamics, tempos, and mood markings.	U,R	<ul style="list-style-type: none"> <li>Explain 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>	9.1.8 A 9.1.8 B 9.1.8 C
	8	Students will interpret and	L,U,R	<ul style="list-style-type: none"> <li>Characteristics of the style of</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> </ul>	9.1.8 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
		achieve musicality in the style of the musical period.		<ul style="list-style-type: none"> <li>orchestra pieces</li> <li>Characteristics of musical periods</li> <li>Encourage students to research a particular period/composer</li> </ul>	<ul style="list-style-type: none"> <li>Teacher listening</li> <li>Oral presentations of students wishing to research</li> </ul>	
	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, and 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>	9.1.8 A
	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>	9.1.8 A 9.1.8 C
	11	Students will be able to 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>	9.1.8 B 9.1.8 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>	9.1.8 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>	9.1.8 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>	9.3.8 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>	9.2.8 A 9.2.8 B 9.2.8 G