

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Orchestra

Curriculum writing committee:

Lauren Flack

Grade Level: 9th – 12th

Date of Board Approval: ___2023_____

**Course Weighting: Orchestra 9/10 & Orchestra 11/12
(as part of Performance Music)**

Participation	30%
Concert Performances	25%
Written and Performance Assignments	20%
Lesson Attendance	25%
Total	100%

Curriculum Map

Overview:

Orchestra is a course in which students expand their musical understanding and performance skills related to string instruments (violin, viola, cello, or string bass) through individualized instruction, large group rehearsals, small group lessons (3-4 per marking period), and required concert performances.

While this course is designed for students who have previous instrumental experience, students with no prior instrumental experience may participate upon completing a lesson regimen of 4-6 lessons prior to the semester in which they wish to participate.

Time/Credit for the Course: Full Year (1 credit) / Half Year (0.5 Credit)

Goals:

Unit 1: Technique, ongoing

Understanding of:

- Vibrato
- Upper positions
- Finger patterns (all)

Unit 2: Tone Quality, Pitch, and Intonation, ongoing

Understanding of:

- Tuning (open 5th)
- Adjusting finger placement based on listening to others
- Performing scales, including District 10 requirements when appropriate
- Vibrato (as an aspect of tone)

Unit 3: Rhythm, ongoing

Understanding of:

- Irregular/Compound/Mixed time signatures
- Ornamental notes
- Syncopated rhythms

Unit 4: Musical Form, Style, and History, ongoing

Understanding of:

- Famous composers/Time periods
- Orchestral works
- Musical styles
- Composition/Improvisation

Big Ideas:

Composition

Tuning, open 5ths

Shifting and vibrato

Textbook and Supplemental Resources:

- Performance repertoire selected from the DVHS Music Library

Curriculum Plan

Time/Days: Ongoing

Unit Name: Technique

- **Standards (by number):** 9.1.12.C, 9.1.12.G
- **Anchors:** A1.1.1.1
- **Eligible Content:**
 - Vibrato
 - Upper positions (5th, 7th, thumb)
 - Advanced finger patterns (open hand positions)
 - Advanced bowing techniques (spiccato, sautille, martele, ricochete)
 - Double stops (all)

Objectives:

DOK Level 1 (Recall)

- Students will recognize technical markings as written in the music
- Students will define bowing techniques

DOK Level 2 (Skill/Concept)

- Students will show each bowing technique
- Students will show finger patterns in upper positions
- Students will show variable vibrato, with differing width and speed

DOK Level 3 (Strategic Thinking)

- Students will assess when to use specific bowing techniques
- Student will assess when to shift into upper positions
- Students will construct fingering patterns in upper positions when needed

DOK Level 4 (Extended Thinking)

- Students will apply concepts of fingering patterns and bowing techniques to perform accurately and in an appropriate musical style
- Students will apply concepts of left and right hand technique to play with beautiful tone

Core Activities and Corresponding Instructional Methods:

- Discussion and demonstration
- Full ensemble rehearsals
- Group sectionals

Assessments:

- **Diagnostic:** Initial observations during classroom instruction
- **Formative:** Daily observation and playing tests
- **Summative:** Concert performance

Time/Days: Ongoing

Unit Name: Tone Quality, Pitch, and Intonation

- **Standards (by number):** 9.1.12.C, 9.1.12.G, 9.1.12.H
- **Anchors:** A1.1.1.1
- **Eligible Content:**
 - Tuning the instrument given only one pitch (A 440)
 - Tuning unison notes and chords within an ensemble (by listening to others)
 - Major/minor scales up to 5 flats/sharps and 3 octaves
 - Applying vibrato techniques for enhanced tone

Objectives:

DOK Level 1 (Recall)

- Students will list notes required to play scales listed above

DOK Level 2 (Skill/Concept)

- Student will modify finger placement to match a pitch in relation to others around them (unison, harmony, or chords)
- Student will show ability to tune their instruments with open (perfect) 5ths, given only one note

DOK Level 4 (Extended Thinking)

- Students will synthesize aspects of vibrato and bow control to create a beautiful tone

Core Activities and Corresponding Instructional Methods:

- Individual and group warm-up
- Discussion and demonstration
- Critical listening activities
- Group sectionals
- Full ensemble rehearsals

Assessments:

- **Diagnostic:** Students' first read-through of the music at the start of each semester and daily observation
- **Formative:** Daily observation and playing tests
- **Summative:** Playing tests and Concert performance

Time/Days: Ongoing

Unit Name: Rhythm

- **Standards (by number):** 9.1.12.C, 9.1.12.G
- **Anchors:** A1.1.1.2
- **Eligible Content:**
Irregular meters, compound meters, mixed meters (9/8, 12/8, 7/8, etc)
Ornamental notes (grace notes, trills, turns)
Advanced rhythmic patterns with syncopation

Objectives:

DOK Level 1 (Recall)

- Students will identify and define all time signatures

DOK Level 2 (Skill/Concept)

- Students will distinguish between different ornamental notes and the notation that represents each

DOK Level 3 (Strategic Thinking)

- Students will compare rhythmic patterns in a variety of time signatures (e. g. 8th notes in 6/8 vs 4/4)
- Students will investigate rhythmic patterns in music, and recognize rhythms that differ

DOK Level 4 (Extended Thinking)

- Students will analyze rhythmic patterns in music with counting syllables

Core Activities and Corresponding Instructional Methods:

- Individual and group warm-up
- Discussion and demonstration
- Listening and repetition
- Group sectionals
- Full ensemble rehearsals

Assessments:

- **Diagnostic:** Students' first read-through of the music at the start of each semester and daily observation
- **Formative:** Daily observation and playing tests
- **Summative:** Playing tests and Concert performance

Time/Days: Ongoing

Unit Name: Musical Form, Style, and History

- **Standards (by number):** 9.1.12.A, 9.1.12.B, 9.2.12.A, 9.2.12.C
- **Anchors:** A1.1.1.1
- **Eligible Content:**
Composer names and musical time periods; styles associate with each
Famous orchestral works from a variety of time periods (listening and performance)
Performance and analysis of various musical styles (jazz, classical, popular, etc.)
Music composition and improvisation

Objectives:

DOK Level 1 (Recall)

- Students will identify and recognize different styles of music

DOK Level 2 (Skill/Concept)

- Student will show understanding and successful performance of music in various styles and time periods

DOK Level 3 (Strategic Thinking)

- Students will investigate compositional techniques of famous composers
- Students will compare music from different styles and time periods

DOK Level 4 (Extended Thinking)

- Students will analyze individual and group performances
- Student will create their own music through a composition project and improvisation exercises

Core Activities and Corresponding Instructional Methods:

- Listening, Evaluation, and Discussion
- Individual and group warm-up

Assessments:

- **Diagnostic:** Initial observations during classroom instruction
- **Formative:** Daily observation and playing tests
- **Summative:** Student composition project, playing test, concert performance, post-concert review

