

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Orchestra**

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**Grade Level: 9-12**

**Date of Board Approval: \_\_\_\_\_2018\_\_\_\_\_**

**DELAWARE VALLEY SCHOOL DISTRICT**

**Planned Instruction**

**Title of Planned Instruction: High School Orchestra**

**Subject Area: Music Grade(s): 9-12**

**Course Description:**

**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, 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)**

**Curriculum Writing Committee: Nathan Kroptavich & Madeline Hess**

## DELAWARE VALLEY SCHOOL DISTRICT

# Curriculum Map

### 1. Marking Period One

**Overview based on 45 days:** Concepts and skills attained at the middle school level will be reviewed, particularly finger patterns, bowing techniques, and sight-reading. A variety of practice and rehearsal strategies will be discussed and demonstrated as students prepare for their first concert of the year.

**Goals:**

- Students will tune their own instruments independently.
- Students will demonstrate proper posture and playing position.
- Students will utilize playing mechanics for a beautiful tone.
- Students will be able to play all PMEA District 10 Orchestra required scales.
- Students will sight-read repertoire listed as "Grade 2- Grade 3".
- Students will perform repertoire listed as "Grade 3 - Grade 4", utilizing a variety of styles.

### 2. Marking Period Two

**Overview based on 45 days:** Students will continue to expand their musical abilities by preparing for the second concert of the year, responding to and evaluating their own performances and the performances of others, and creating their own musical works.

**Goals:**

- Students will refine their ability to perform musical literature in a matter sensitive to its musical and cultural context.
- Students will listen to, analyze, and critique solo and ensemble recordings.
- Students will improvise melodies given a chord progression.
- Students will compose short musical passages for their own instruments.
- Students will express verbally and in writing how their music making experiences have affected them personally.

### 3. Marking Period Three

**Overview based on 45 days:** At this point in the school year, a significant number of students will be added or removed from the orchestra roster, making review of concepts and skills learned during the first half of the year necessary. Students present for the first semester deepen their musical understanding by demonstrating and/or explaining skills and concepts to newer students as they prepare for the third concert of the year.

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### Goals:

- Students will tune their own instruments independently.
- Students will demonstrate proper posture and playing position.
- Students will utilize playing mechanics for a beautiful tone.
- Students will be able to play all PMEA District 10 Orchestra required scales.
- Students will sight-read repertoire listed as “Grade 2- Grade 3”.
- Students will perform repertoire listed as “Grade 3 - Grade 4”, utilizing a variety of styles.

### 4. Marking Period Four

**Overview based on 45 days:** Students will continue to expand their musical ability by preparing for their final concert of the year, responding to and evaluating their own performances and the performances of others, and creating their own musical works.

### Goals:

- Students will refine their ability to perform musical literature in a manner that is sensitive to its musical and cultural context.
- Students will improve performance by listening to, analyzing, and critiquing solo and ensemble recordings.
- Students will improvise melodies given a chord progression.
- Students will compose a short musical passage for their own instruments.
- Students will express verbally and in writing how their music making experiences have affected them personally.

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## Curriculum Plan

**Unit:** Performing

**Marking Period:** Ongoing

**Pennsylvania Academic Standard Addressed:**

[9.1.12.A](#), [9.1.12.B](#), [9.1.12.C](#), [9.1.12.F](#), [9.1.12.G](#), [9.1.12.H](#), [9.1.12.J](#), [9.2.12.A](#), [9.2.12.F](#), [9.2.12.J](#), [9.3.12.A](#), [9.3.12.B](#), [9.3.12.D](#), [9.4.12.C](#)

**National Core Music Standards Addressed:**

[MU:Pr4.1.E.Ia](#), [MU:Pr4.1.E.IIa](#), [MU:Pr4.1.E.IIIa](#), [MU:Pr4.2.E.Ia](#), [MU:Pr4.2.E.IIa](#), [MU:Pr4.2.E.IIIa](#), [MU:Pr4.3.E.Ia](#), [MU:Pr4.3.E.IIa](#), [MU:Pr4.3.E.IIIa](#), [MU:Pr5.3.E.Ia](#), [MU:Pr5.3.E.IIa](#), [MU:Pr5.3.E.IIIa](#), [MU:Pr6.1.E.Ia](#), [MU:Pr6.1.E.IIa](#), [MU:Pr6.1.E.IIIa](#), [MU:Pr6.1.E.Ib](#), [MU:Pr6.1.E.IIb](#), [MU:Pr6.1.E.IIIb](#)

**Pennsylvania Assessment Anchor:** [A1.1.1.1](#)

**Big Idea:** The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

**Essential Questions:**

- How does one create beautiful sound on an orchestral instrument?
- How does one perform music as the composer intended?
- How do individual practice and ensemble rehearsals affect music production?

**Concepts:**

- Knowledge of string-playing mechanics
- Music notation

**Competencies:**

- Proper posture and playing position
- Performing music with good tone, proper intonation, precise rhythm, and appropriate expression.

**Overview:** This unit is meant to be presented throughout the year, gradually building and refining students' abilities to read and perform music of increasing difficulty.

**Goals:**

- Improve students' ability to create appropriate orchestral instrument sounds.
- Improve students' ability to accurately perform high quality string repertoire.

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### Objectives:

#### DOK Level 1 (Recall and Reproduction):

- Students will recognize time signatures.
- Students will recognize key signatures.
- Students will identify tempo markings.
- Students will identify expressive music markings (articulations, dynamics, etc.).

#### DOK Level 2 (Skills and Concepts):

- Students will tune their own instruments independently.
- Students will demonstrate proper posture and playing position.
- Students will utilize playing mechanics for a beautiful tone.
- Students will demonstrate several types of bowings and articulations.
- Students will be able to play all PMEA District 10 Orchestra required scales.
- Students will observe and interpret written music in order to sight-read "Grade 2-Grade 3" music.

#### DOK Level 3 (Strategic Thinking):

- Students will plan, practice, and rehearse music in order to perform "Grade 3-Grade 4" concert music that includes a variety of styles.

#### DOK Level 4 (Extended Thinking):

- Students will connect their understanding of fractions with rhythm counting and note values.

### Core Activities and Corresponding Instructional Methods:

- Individual and group warm-up sessions
- Discussion and demonstrations
- Group sectionals
- Full ensemble rehearsals

### Assessments:

- **Diagnostic:** Students' first read-through of music at the start of each semester and daily observation.
- **Formative:** Daily observation and bi-weekly (at least) playing tests.

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- **Summative:** Final revisions of playing tests and concert performances.

### **Extensions:**

- The teacher may increase concert music difficulty to match students' skills and understanding.
- The teacher may increase the number of pieces played in a concert depending on how quickly the music is learned.

### **Correctives:**

- Adaptations of music and scales may be provided for students as necessary, especially for first-year instrumentalists.

### **Materials and Resources:**

Scale Sheets

Performance Repertoire

Audio/Video Recordings

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## Curriculum Plan

**Unit:** Creating

**Marking Period:** Ongoing

**Pennsylvania Academic Standard Addressed:**

[9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.J, 9.2.12.A, 9.3.12.A, 9.3.12.B](#)

**National Core Music Standards Addressed:**

[MU:Cr1.1E.Ia, MU:Cr1.1E.IIa, MU:Cr1.1E.IIIa, MU:Cr2.1.E.Ia, MU:Cr2.1.E.IIa, MU:Cr2.1.E.IIIa, MU:Cr3.1.E.Ia, MU:Cr3.1.E.IIa, MU:Cr3.1.E.IIIa, MU:Pr3.2.E.Ia, MU:Pr3.2.E.IIa, MU:Pr3.2.E.IIIa](#)

**Pennsylvania Assessment Anchor:** [A1.2.1.1](#)

**Big Idea:** Artists use tools and resources as well as their own experiences and skills to create art.

**Essential Questions:**

- Why is music created?
- How is music created?

**Concepts:**

- Music notation
- Compositional Devices
- Instrument range
- Musical function and aesthetics

**Competencies:**

- Improvisation
- Dictation
- Compositional Analysis
- Facility with music notation software

**Overview:** Throughout the year, students will explore music creation through two related activities - composition and improvisation.

**Goals:**

- Provide opportunities for students to create and express their own musical ideas.
- Enhance students' understanding of and appreciation for music creation.

**Objectives:**

DOK Level 1 (Recall and Reproduction):



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- Students will recall the seven elements of music.
- Students will identify various compositional devices.
- Students will recognize appropriate pitch ranges for orchestral instruments.

### DOK Level 2 (Skills and Concepts):

- Student will be able to play musical phrases they have just heard or played.
- Students will be able to write down music they have just heard or played.
- Students will be able to use music-notation software.

### DOK Level 3 (Strategic Thinking):

- Students will be able to compare and contrast their own compositions with others studied in class.

### DOK Level 4 (Extended Thinking):

- Students will improvise melodies using a given chord progression.
- Students will compose a piece of music for orchestral instruments.

### Core Activities and Corresponding Instructional Methods:

- Discussions and demonstrations
- Improvisational sessions
- Score study sessions
- Composition projects

### Assessments:

- **Diagnostic:** Class discussion of students' creative experiences in improvisation and composition.
- **Formative:** Daily observation of improvisational experiences. Draft submissions of student compositions.
- **Summative:** Final submissions of student compositions.

### Extensions:

- Student compositions may be rehearsed and performed by the orchestra or another orchestra at the elementary, middle, or high school level.

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- Students may compose for other ensembles, such as concert band, jazz band, or concert choir.

### Correctives:

- Students may study various compositions in order to generate ideas for their own.
- Students may improvise simple ostinato patterns before moving on to more complex melodies.

### Materials and Resources:

Music notation software or websites, such as [www.noteflight.com](http://www.noteflight.com)

SMART Board

Music staff paper

DVHS Orchestra Library

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** Responding & Connecting to Music

**Marking Period:** Ongoing

**Pennsylvania Academic Standard Addressed:**

[9.1.12.A](#), [9.1.12.B](#), [9.1.12.C](#), [9.1.12.E](#), [9.1.12.F](#), [9.1.12.I](#), [9.1.12.K](#), [9.2.12.A](#), [9.2.12.B](#), [9.2.12.C](#), [9.2.12.D](#), [9.2.12.E](#), [9.2.12.G](#), [9.2.12.H](#), [9.2.12.I](#), [9.2.12.J](#), [9.2.12.K](#), [9.2.12.L](#), [9.3.12.A](#), [9.3.12.B](#), [9.3.12.C](#), [9.3.12.D](#), [9.3.12.E](#), [9.3.12.F](#), [9.3.12.G](#), [9.4.12.A](#), [9.4.12.B](#), [9.4.12.D](#)

**National Core Music Standards Addressed:**

[MU:Re7.1.E.Ia](#), [MU:Re7.1.E.IIa](#), [MU:Re7.1.E.IIIa](#), [MU:Re7.2.E.Ia](#), [MU:Re7.2.E.IIa](#), [MU:Re7.2.E.IIIa](#), [MU:Re8.1.E.Ia](#), [MU:Re8.1.E.IIa](#), [MU:Re8.1.E.IIIa](#), [MU:Re9.1.E.Ia](#), [MU:Re9.1.E.IIa](#), [MU:Re9.1.E.IIIa](#), [MU:Cn10.0.H.Ia](#), [MU:Cn10.0.H.IIa](#), [MU:Cn10.0.H.IIIa](#), [MU:Cn11.O.T.Ia](#), [MU:Cn11.O.T.IIa](#), [MU:Cn11.O.T.IIIa](#)

**Pennsylvania Assessment Anchors:** [C.IE.1.1](#), [C.A.1.1](#)

**Big Idea:** People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

**Essential Questions:**

- What decisions do musicians make to influence the way people experience their work?
- How does one determine the quality of musical performance?

**Concepts:**

- Aesthetic response
- Critical response

**Competency:**

- Evaluation of musical performance

**Big Idea:** People have expressed experiences and ideas through the arts throughout time and across cultures.

**Essential Questions:**

- How does music relate to its societal, cultural, and historical context?
- In what ways do one's own experiences and ideas influence both creation and appreciation of music?

**Concepts:**

- Music history

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- Music appreciation

### **Competency:**

- Articulation of thoughts and ideas about music

**Overview:** Throughout the year, students evaluate music performed by themselves, particularly during concert preparation, and others. This evaluation may lead to better performances in the future when attached to an action plan for improvement. Students also explore the connections music naturally makes with history, culture, and themselves personally.

### **Goals:**

- Students will understand the musical and cultural contexts in which pieces are written and performed.
- Students will listen to, analyze, and critique solo and ensemble performances.
- Students will express verbally and in writing how their music making experiences have affected them personally.

### **Objectives:**

#### DOK Level 1 (Recall and Reproduction):

- Students will recall appropriate vocabulary used to describe musical performance.
- Students will identify qualities of a musical selection that help to create an aesthetic response from listeners.

#### DOK Level 2 (Skills and Concepts):

- Students will interpret how various elements of music may be manipulated to create appropriate expression.
- Students will classify music by genre, culture, and/or time period and explain their reasons for the classification.

#### DOK Level 3 (Strategic Thinking):

- Students will investigate ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those in music.
- Students will assist the teacher in developing a repertoire list appropriate for each orchestra performance.

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### DOK Level 4 (Extended Thinking)

- Students will critique their own musical performances.
- Students will analyze how their experiences with orchestra have affected them musically and personally.

### Core Activities and Corresponding Instructional Methods:

- Direct instruction
- Score study
- Listening to music from a variety of styles, cultures, and time periods
- Discussions and demonstrations
- Written reflections

### Assessments:

- **Diagnostic:** Initial observations during classroom discussions
- **Formative:** Journal submissions and observations during ongoing discussions
- **Summative:** Post-concert written critiques and reflections

### Extensions:

- Students may create their own music evaluation criteria.
- Students may critique performances of other ensembles (band, chorus, jazz band, etc.).

### Correctives:

- Students may read reviews from professional music critics.
- Students may write responses to questions formulated by the teacher to guide them through reflections about music.

### Materials and Resources:

Concert Repertoire

Audio/Video Recordings

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**Primary Textbook(s) Used for this Course of Instruction**

Name of Textbook: N/A

Textbook ISBN #: N/A

Textbook Publisher & Year of Publication: N/A

Curriculum Textbook is utilized in (title of course): N/A

**DELAWARE VALLEY SCHOOL DISTRICT**

**Checklist to Complete and Submit:**

(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- \_\_\_\_\_ The primary textbook form(s).
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_