

Orange Unified School District
STRING ORCHESTRA
Year Course

GRADE LEVEL: (6) 7-8

PREREQUISITES: One year experience on stringed instrument and/or director approval.

INTRODUCTION TO SUBJECT:

Advanced String Orchestra is a yearlong course in which students will explore playing a bowed string instrument as a creative endeavor. Students will perform and explore musical pieces using a variety of styles and many historical periods. Students will learn the vocabulary of instrumental music, playing techniques, and music theory and apply them to musical pieces. Students will learn how their repertoire fits into the historical aspects of music. They will experience connections to the other arts and subjects and study the types of careers that are available to them through music.

COURSE CONTEXT:

Advanced String Orchestra is a course that prepares students for orchestra classes in high school. This is a core instrumental music course.

HISTORY OF COURSE DEVELOPMENT:

Advanced String Orchestra was developed by a committee of instrumental music instructors representing the district middle schools. This course has been developed for all OUSD middle schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Further study of bowed string instruments with emphasis on tone, intonation, performance etiquette, ensemble experience, and music theory.

Learning a wide selection of repertoire in many styles and historical periods.

Developing an appreciation of music through knowledge of basic elements, music theory, and history.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experience with music and knowledge of proper style and content of a performance.

Applying what they have learned about making music by performing in concerts and further assessing their performance.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Advanced String Orchestra will meet the following Music Standards, Grades 6-8 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standard 1.0). Students listen to, analyze, and describe music using music terminology. They read and notate music.

Students analyze and compare the use of music elements in unison, two-part and three-part instrumental repertoire.

Students describe larger music forms (Choral, March).

Students read and write simple intervals and simple melodies.

Students use rhythmic and melodic notation to write music in duple and triple meters.

Students sight-read melodies in the treble, bass, or alto clefs (level of difficulty 1; scale of 1-6).

CREATIVE EXPRESSION

Creating, performing and participating in music (Standard 2.0). Students develop instrumental music skills in order to perform a varied repertoire of music. They compose music.

Students perform on an instrument with expression, technical accuracy, good posture, instrument position, tone quality, and articulation, a repertoire of instrumental literature representing various genres, styles, and cultures, alone and in ensembles (level of difficulty 1; scale of 1-6).

Students play, with increasing accuracy, a varied repertoire of music both alone and with others.

Students perform music written in unison and ensemble parts.

Students compose short pieces in duple and triple meters.

Students compose simple pieces for instruments using traditional sound sources.

HISTORICAL AND CULTURAL CONTEXT

Understanding the history and culture dimensions (Standard 3.0). Students analyze how history and culture influence various genres and styles of music throughout the world.

Students compare music from American culture in terms of the functions music serves and the role of musicians in advertising, politics, and business.

Students identify and describe the historical development of the string orchestra.

Students perform music from diverse genres and cultures.

AESTHETIC VALUING

Responding to, analyzing, and making judgments about works of music (Standard 4.0). Students critically assess and analyze works of music and the performance of musicians based on the elements of music, aesthetic qualities, and human responses.

Students use specific criteria to evaluate the quality and effectiveness of music performances and compositions.

Students evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others in applying criteria appropriate for the style or genre of music.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and applying what is learned in music to learning in other art forms, subject areas, and careers (Standard 5.0).

Students identify and describe the function of music for the individual and others outside of school.

Students identify various careers for oneself in music.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>UNIT</u>	<u>WEEKS</u>
I. Continued Skills in Musicianship and Music Theory	
A. Review tone production	2
1. Hand position	Ongoing
a. Shifting	
b. Vibrato	
2. Technique - double-stops	
3. Introduce intermediate/advanced bow techniques	
B. Expand on new musical elements	1
1. Meter - mixed, duple, triple and compound	Ongoing
2. Form - symphony, concerto, suite, overture, ballet and opera	
C. Music notation	
1. Sight-reading (level of difficulty 2; scale of 1-6)	2
2. Writing minor chords - augmented and diminished intervals	

		<u>WEEKS</u>
D.	Music ensemble	8
1.	Listening	
a.	Compare and contrast stylistic aspects of historical content	
b.	Analysis - chord and harmonic progressions	
c.	Evaluation - self and group	
2.	Performing	
a.	Solos - demonstrate technical accuracy and expressive musical style	
b.	Ensembles (level of difficulty 3; scale of 1-6)	
E.	Listening	3
1.	Compare and contrast stylistic aspects of historical content	4
2.	Analysis - chord and harmonic progressions	
3.	Evaluation - self and group	
II.	Historical and Multicultural: Social and Historical Influence of Selected Music	
A.	Multicultural music contributions - identify the influences of distinctive musical idioms from various cultures	5
B.	Personal heritage - comparing cultural heritages as it relates to music, composers and musicians	
III.	Performance	
1	A. Selection of music (level of difficulty 3; scale of 1-6)	
	B. Expand rehearsal techniques	4
	1. Sectionals	
	2. Tuning, interpret and perform	
	C. Evaluation and performance	8
	1. Analyze and rationalize group performance	
	2. Verbal and written self-analysis of performances	

TEXT AND SUPPLEMENTAL MATERIALS

Supplemental materials are adopted on a seven-year cycle that is scheduled for all subjects, including music. All materials are reviewed by all instrumental music teachers in the district. Each instructor may then purchase music and additional materials to supplement the adopted materials. Instrumental music based, on the level of ability, is purchased by each instructor for source material. Students are encouraged to use the Internet for research and reading on assigned and enrichment projects.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing; small and large group work, student presentation, observation, field student, guest artist/presenter, films and video.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing evaluation of his/her own progress on repertoire. Students learn to assess, analyze, and evaluate their own performances and the performances of their peers and major artists and ensembles using the vocabulary of music. Homework includes the continuing development of their instrumental skills through practice at home and class effort.

ASSESSMENT CRITERIA

Criteria are established by the instructor with student input. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Six-Eight Proficient.

DATE OF CONTENT REVISION: February 2003

DATE OF BOARD APPROVAL: March 13, 2003

