

# *Geneva CUSD 304*

## *Content-Area Curriculum Frameworks*

### *Grades 6-12*

#### **Music – Concert Orchestra**

<b><i>Mission Statement</i></b>	<p><i>It is the goal of the instrumental music department to provide students with the opportunity to experience firsthand – through the medium of their choice – the joys of creating and recreating our musical language. In this pursuit, the students will be guided in developing the physical, mental, emotional, and social skills necessary to create, perceive, and critique musical performances now and in the future.</i></p> <p><b>Instrumental Music Education (Orchestra) should:</b></p> <ol style="list-style-type: none"> <li><i>1. Provide exercises and opportunities that develop the technical and physical skills necessary to progress on each instrument.</i></li> <li><i>2. Provide musical experiences that promote aesthetic growth and expressive skills.</i></li> <li><i>3. Provide exposure to music literature that spans a wide variety of historical periods and cultures.</i></li> <li><i>4. Encourage students to make informed decisions and to take creative “risks” in the development of a musical performance.</i></li> <li><i>5. Offer a wide range of educational opportunities that will accommodate for each individual’s level of development and growth potential.</i></li> <li><i>6. Provide opportunities for public performance.</i></li> <li><i>7. Provide regular feedback regarding the development of both the ensemble and the individual student.</i></li> <li><i>8. Provide opportunities for the students to interact with others that will promote team and leadership skills.</i></li> <li><i>9. Provide experiences that make connections with knowledge from other content areas.</i></li> <li><i>10. Allow the students to examine beauty and express the human experience through music.</i></li> </ol> <p><b>Learner Outcomes (adapted from the Nine National Standards for Music Education):</b></p> <ol style="list-style-type: none"> <li><i>1. Sing simple melodies and exercises.</i></li> </ol> <p><i>To demonstrate an understanding of various musical concepts (pitch, rhythm, phrasing, etc.) through vocal performance, then apply what has been learned back into instrumental performance.</i></p>
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2. *Perform on instruments, alone and with others, a varied repertoire of music.*

*To demonstrate physical, technical, and expressive skills necessary to produce a quality musical performance, whether in a solo or ensemble setting, and through a variety of literature that reflects many different styles of music.*

3. *Improvise music within specified guidelines.*

*To demonstrate the ability to spontaneously perform original musical material (within a set of pre-determined parameters), demonstrating an understanding of proper musical form and structure, as well as technical mastery on one's instrument.*

4. *Compose and arrange musical material within specified guidelines.*

*To demonstrate the ability to produce original, written musical material (within a set of pre-determined parameters), demonstrating an understanding of proper musical form and structure.*

5. *Read and notate music.*

*To demonstrate the ability to recognize, interpret and recreate the notation symbols found in music, and to write/use those symbols in a musically appropriate manner.*

6. *Listen to, analyze, and describe a musical performance.*

*To demonstrate the ability – through aural observation – to detect, interpret, and comment upon the musical components that comprise a musical performance.*

7. *Evaluate compositions and music performances.*

*To demonstrate the ability to make well-informed, substantive comments regarding the musical elements of a written composition or performance, which may include educated suggestions for improvement.*

8. *Understand basic relationships between music, the other arts, and content areas outside of the arts.*

*To demonstrate the ability to make meaningful connections between elements of music and concepts from other areas of study, ultimately using these connections to draw more meaning from the music or to improve a performance.*

*9. Understand music in relation to history and culture.*

*To explore how music both reflects and affects the human experience, and how it may do so in the future.*

### Course Sequence

6<sup>th</sup> grade Orchestra

7<sup>th</sup> grade Orchestra

8<sup>th</sup> grade Orchestra

Concert Orchestra (grades 9-12)

Symphony Orchestra (grades 9-12)

Chamber Orchestra (grades 9-12)

Extracurricular Offerings, grades 9-12

- Chamber Ensembles
- Pit Orchestra
- Jazz Band
- Solo and Ensemble Festival
- Various Festivals

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>Concert Orchestra</b></p> <p>9, 10, 11, 12</p> <p>2</p> <p>Prior experience in orchestra. Participation in this ensemble may be granted to novice instrumentalists by special permission from the director.</p>
<p><b>Course Description</b></p>	<p>This course will be geared towards the abilities of the developing string player who has a solid foundation in instrumental skills and musical concepts. Course material will be designed to advance the student's existing skills and expose him/her to more challenging musical literature and theories. Students will also have the opportunity to participate in chamber ensembles and various music festivals. Enrollment in this course is available to all interested students with prior experience in orchestra. All incoming freshmen with prior experience in orchestra will automatically be given membership in Concert Orchestra, unless they choose to audition for Symphony Orchestra during their eighth grade year.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Various string orchestra pieces selected from our music library or new material purchased through a sheet music retailer.</li> <li>▪ <i>Essential Technique for Strings (Intermediate Technique Studies)</i> by Michael Allen, Robert Gillespie and Pamela Tellejohn Hayes</li> <li>▪ Selected exercises compiled from various sources</li> </ul>

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p><b>Concert Performance/Preparation:</b> <i>Literature is selected to provide the basis for study of the following topics:</i></p> <ul style="list-style-type: none"> <li>▪ Principal sensory, formal, technical, and expressive elements of music</li> <li>▪ Processes required to produce music.</li> <li>▪ Demonstration of basic technical skills necessary to participate in the creation and/or performance of music</li> <li>▪ Identify significant works from major historical periods and how they reflect societies, cultures, and civilizations, past and present</li> </ul>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> <li>▪ Various string orchestra pieces selected from our music library or new material purchased through a sheet music retailer.</li> <li>▪ <i>Essential Technique for Strings</i> by Michael Allen, Robert Gillespie and Pamela Tellejohn Hayes</li> <li>▪ Selected exercises compiled from various sources</li> <li>▪ Teacher-designed exercises to complement unit of study</li> </ul>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p><b>National Standards for Music Education:</b></p> <ol style="list-style-type: none"> <li>1. Singing, alone and with others, a varied repertoire of music.</li> <li>2. Performing on instruments, alone and with others a varied repertoire of music.</li> <li>3. Improvising melodies, variations, and accompaniments.</li> <li>4. Composing and arranging music within specified guidelines.</li> <li>5. Reading and notating music.</li> <li>6. Listening to, analyzing, and describing music.</li> <li>7. Evaluating music and music performances.</li> <li>8. Understand relationships between music, the other arts, and disciplines outside the arts.</li> <li>9. Understanding music in relation to history and culture.</li> </ol>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><i>Note: Numbers following each objective refer to the National Standard(s) to be addressed.</i></p> <p><b>Principal Sensory, Formal, Technical, and Expressive Elements of Music</b> Indicators may include the following:</p> <ul style="list-style-type: none"> <li>▪ Identifying rhythmic patterns in a variety of different meters (sensory) 5</li> <li>▪ Identifying key signatures/structures (sensory) 5</li> </ul>	

- Identifying contrasting forms – motive, sequence, etc. (sensory) 6,7
- Identify dynamics and articulations (sensory) 5
- Recognize a quality, characteristic tone on a stringed instrument (sensory) 6,7
- Recognize good intonation (sensory) 6,7
- Recognize appropriate balance within an ensemble (formal) 6,7
- Identify scales and arpeggios correctly (formal) 5
- Recognize appropriate blend within an ensemble (formal) Identify basic musical forms such as ABA, fugue, etc. (formal) 6,7
- Identify contrasting musical styles (formal) 6,7
- Identify changing meters within a piece (formal) 5,6,7
- Recognize technical mastery on one's instrument. This may include fingerings, articulations, bowings, etc. (technical) 6,7
- Identify the materials and properties that affect/produce good tone (arm weight, bow placement, bow speed, bow angle, proper bowhold and playing position, instrument condition, string quality etc.) 6,7
- Identify expressive devices used in musical performance, such as dynamics (sensory-expressive) 5,6,7
- Demonstrate a working knowledge of common musical terms (sensory-formal-technical-expressive) 5

**Processes and Tools Required to Produce Music**

Indicators used may include the following:

- Demonstrate mastery of traditional musical notation through performance 2, 5, 8
- Identify how the various sections in an ensemble work together to produce a quality performance, and then imitate those techniques in our own performances 2, 6, 7
- Recognize how the conductor communicates musical ideas to the performers 6, 7, 8
- Identify the skills that music be developed in order to successfully perform a given piece (technical, expressive, etc.) 5, 6, 7
- Identify and employ preparation/practice skills necessary in the development of various musical skills 2, 5, 6, 7
- Critically discuss one's own potential as a performer and set realistic goals for improvement 6, 7

**Demonstration of Basic Skills Necessary to Participate in the Creation and/or Performance of Music**

Indicators used may include the following:

- Play with appropriate posture, balanced overall body position, left hand playing position, and bowhold 2, 6, 7
- Play independently (solo performance) from musical notation observing pitch, rhythm, and expressive markings 2, 5, 6, 7

- Perform from music indicating understanding of form directives (da capo, dal segno, coda, etc.) 2, 5
- Describe basic musical forms such as ABA, fugue etc. 2, 5
- Play with appropriate musical balance within an ensemble 2, 6, 7
- Play with appropriate musical blend within an ensemble 2, 6, 7
- Play major scales and arpeggios up to at least 3 sharps and 3 flats correctly and independently 2, 5
- Play melodic minor scales up to at least 2 sharps and 2 flats correctly and independently 2, 5
- Perform contrasting musical styles 2, 5, 6, 7, 9
- Perform changing meters within a piece 2, 5
- Demonstrate technical mastery on one's instrument. This may include fingerings, bowings, articulations, beginning stages of vibrato, smooth and accurate shifting, etc. 2, 5
- Play with a mature, quality tone on instrument
- Successfully manipulate the properties that affect/produce good tone as previously listed (arm weight, bow placement etc.) 2, 6, 7
- Demonstrate a working knowledge of common musical terms through performance 2, 5, 6, 7
- Develop individual confidence in performance settings 2, 6, 7
- Demonstrate a knowledge of basic tuning/intonation principles by vocally matching pitches generated by instruments or electronic media 1
- Creating original musical motives based upon tonal and melodic material found within a musical composition 2, 3, 4, 5, 6, 7

**Identify Significant Works from Major Historical Periods and How They Reflect Societies, Cultures, and Civilizations, Past and Present**

Indicators used may include the following:

- Describe important information about the composer of a selection used in a performance 8, 9
- Compare and contrast the stylistic characteristics of different selections from different musical periods 6, 7, 8, 9
- Critically discuss different selections used in a performance and their significance in musical history 6, 7, 8, 9

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ol style="list-style-type: none"> <li>1. Individual playing exams (live and/or videotaped) on material from concert literature and related materials (scales, rhythms, etc.)</li>   <li>2. Written quizzes, tests, and exercises on material from concert literature and related materials (scales, rhythms, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal responses and discussion</li>   <li>2. Visual observation of students in rehearsal setting.</li>   <li>3. Aural observation of students in rehearsal setting.</li> </ol>