

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Music – Symphony Orchestra

<p><i>Mission Statement</i></p>	<p>The mission of the Geneva CUSD 304 K-12 music education curriculum is to guide all students toward the development of a lifelong personal relationship with music, by giving every student the opportunity to develop his or her individual skills, talents and knowledge of music to the fullest potential, through a variety of appropriate listening, performance, creative, evaluative, and learning experiences.</p> <p>Instrumental Music Education (Orchestra) should:</p> <ol style="list-style-type: none">1. Provide exercises and opportunities that develop the technical and physical skills necessary to progress on each instrument.2. Provide musical experiences that promote aesthetic growth and expressive skills.3. Provide exposure to music literature that spans a wide variety of historical periods and cultures.4. Encourage students to make informed decisions and to take creative “risks” in the development of a musical performance.5. Offer a wide range of educational opportunities that will accommodate for each individual’s level of development and growth potential.6. Provide opportunities for public performance.7. Provide regular feedback regarding the development of both the ensemble and the individual student.8. Provide opportunities for the students to interact with others that will promote team and leadership skills.9. Provide experiences that make connections with knowledge from other content areas.10. Allow the students to examine beauty and express the human experience through music.
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Learner Outcomes (adapted from the Nine National Standards for Music Education):

1. *Sing simple melodies and exercises.*

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.

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

	<p>performance, which may include educated suggestions for improvement.</p> <p>8. <i>Understand basic relationships between music, the other arts, and content areas outside of the arts.</i></p> <p>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.</p> <p>9. <i>Understand music in relation to history and culture.</i></p> <p>To explore how music both reflects and affects the human experience, and how it may do so in the future.</p>
<p>Course Sequence (Grades 6-12)</p>	<p>6th grade Orchestra</p> <p>7th grade Orchestra</p> <p>8th Grade Orchestra</p> <p>Concert Orchestra (grades 9-12)</p> <p>Symphony Orchestra (grades 9-12)</p> <p>Chamber Orchestra (grades 9-12)</p> <p>Extracurricular Offerings, grades 9-12</p> <ul style="list-style-type: none"> ▪ Chamber Ensembles ▪ Pit Orchestra ▪ Jazz Band ▪ Solo and Ensemble Festival ▪ Various Music Festivals

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Symphony Orchestra</p> <p>9, 10, 11, 12</p> <p>2</p> <p>Prior experience in orchestra and an audition. Membership in this ensemble may be granted to individuals with musical background (but no prior orchestra experience) by special permission from the director.</p>
<p>Course Description</p>	<p>This course is designed for the advancing string player. Course material will be designed to develop advanced string techniques and expose the student to the study and performance of advanced musical literature. Units of study will include music history and theory as applied to advanced orchestral literature. Students will also have the opportunity to participate in musical pit orchestra, chamber ensembles and various music festivals. Enrollment in this course will be based upon an audition and instrumentation needs with consideration given towards prior experience, individual growth, personal initiative and leadership potential.</p>
<p>District-approved Materials and/or Resources</p>	<p>Various string (and occasional full) orchestra pieces selected from our music library or new material purchased through a sheet music retailer.</p> <p><u>Advanced Technique for Strings (Technique and Style Studies for String Orchestra)</u> by Michael Allen, Robert Gillespie and Pamela Tellejohn Hayes</p> <p>Selected exercises and scales compiled from various sources.</p>

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Concert/Performance Preparation – <i>Literature is selected to provide the basis for study of the following topics:</i></p> <ul style="list-style-type: none"> • Principal sensory, formal, technical, and expressive elements of music. • Processes and tools required to produce music. • Demonstration of basic skills necessary to participate in the creation and/or performance of music. • Identify significant works from major historical periods and how they reflect societies, cultures, and civilizations, past and present. 	<p>Resources that will support instruction:</p> <ul style="list-style-type: none"> • Various string orchestra (and occasionally full orchestra) pieces, primarily Grades 4-5 in level of difficulty, from our music library or new material purchased through a sheet music retailer. • <u>Advanced Technique for Strings (Technique and Style Studies for String Orchestra)</u> by Michael Allen, Robert Gillespie and Pamela Tellejohn Hayes • <u>Fine Tuning</u> by Frank Spinosa and Harold W. Rusch • <u>Bach Chorales for Strings</u> by Richard E. Thurston • Selected exercises compiled from various sources. • Teacher-designed exercises to complement unit of study.
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>National Standards for Music Education:</p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understand relationships between music, the other arts and disciplines outside the arts. 9. Understanding music in relation to history and culture. 	

<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>Note: Numbers following each objective refer to the National Standard(s) to be addressed.</p> <p><u>Principal sensory, formal, technical, and expressive elements of music.</u></p> <p><i>Indicators may include the following:</i></p> <ul style="list-style-type: none"> ▪ Identify rhythmic patterns in a variety of different meters (sensory) 5 ▪ Identify key signatures/structures (sensory) 5 ▪ Identify contrasting forms – motive, sequence, etc. (sensory) 6,7 ▪ Identify dynamics and articulations (sensory) 5 ▪ Recognize a mature, characteristic tone quality on one’s instrument (sensory) 6,7 ▪ Recognize good intonation; demonstrate a good working knowledge of fingerboard geography in order to execute accurate intonation (sensory) 6,7 ▪ Recognize appropriate balance within an ensemble (formal) 6,7 ▪ Recognize appropriate blend within an ensemble (formal) 6,7 ▪ Identify scales and key signatures correctly (formal) 5 ▪ Identify basic musical forms such as ABA, fugue, etc. (formal) 6,7 ▪ Identify and execute changing meters within a piece (formal) 5,6,7 ▪ Recognize technical mastery on one’s instrument. This may include fingerings, articulations, accurate shifting, varying vibrato speeds in relation to time period and style of piece, etc. (technical) 6,7 ▪ Identify the properties that affect/produce good tone (bow placement, bow speed, bow angle, arm weight, right hand position etc.) (technical) 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 <p><u>Processes and tools required to produce music.</u></p> <p><i>Indicators used may include the following:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate mastery of traditional musical notation through performance 2,5,8 ▪ 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 <p><u>Demonstration of basic skills necessary to participate in the creation and/or performance of music.</u></p> <p><i>Indicators used may include the following:</i></p>
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	<ul style="list-style-type: none"> ▪ Play with appropriate posture, playing position and bow hold 2,6,7 ▪ Play independently from musical notation observing correct pitch, rhythm, and expressive markings 2,5,6,7 ▪ Perform independently (maintain one’s own part) in music that contains several different melodic, harmonic, and rhythmic elements occurring simultaneously (e.g. canons, rounds, fugues, etc.) 2,5,6,7 ▪ Perform from music indicating understanding of form directives (D.C., D.S., coda etc.) 2,5 ▪ Perform basic musical forms such as ABA, fugue, etc. 2,5 ▪ Perform contrasting forms – motive, sequence, etc. 2,5 ▪ Play with appropriate balance within an ensemble 2,6,7 ▪ Play 3-octave major scales (up through 5 #s and 5 b’s, plus IMEA-approved minor scales) correctly and independently 2,5 ▪ Play with appropriate blend within an ensemble 2,6,7 ▪ Perform contrasting musical styles 2,5,6,7,9 ▪ Perform changing meters within a piece 2,5 ▪ Demonstrate technical mastery on one’s own instrument. This may include fingerings, articulations, vibrato, shifting etc. 2,5, ▪ Play with a mature, quality tone on a stringed instrument 2,6,7 ▪ Successfully manipulate the materials and properties that affect/produce good tone: bow speed, bow placement, arm weight etc. 2,6,7 ▪ Demonstrate a working knowledge of common musical terms through performance 2,5,6,7 ▪ Develop individual confidence in performing settings 2,6,7 ▪ Demonstrate knowledge of basic tuning/intonation principles by vocally matching pitches generated by instruments or electronic media. 1 ▪ Create original musical motives based upon tonal and melodic material found within a musical composition 2,3,4,5,6,7 ▪ Demonstrate rhythmic fluency as it relates to bow distribution 2,5 		
Assessments	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Performance Tasks: <ol style="list-style-type: none"> 1. Individual playing exams (live and/or videotaped) on material from concert literature and related materials (scales, arpeggios, rhythms, etc.) 2. Written quizzes, tests, and exercises on material from concert literature and related materials (scales, rhythms, etc.) 3. Group performance (in rehearsal and at concert) </td> <td style="width: 50%; padding: 5px;"> Other Evidence <ol style="list-style-type: none"> 1. Verbal responses and discussion. 2. Visual observation of students in rehearsal setting. 3. Aural observation of students in rehearsal setting. </td> </tr> </table>	Performance Tasks: <ol style="list-style-type: none"> 1. Individual playing exams (live and/or videotaped) on material from concert literature and related materials (scales, arpeggios, rhythms, etc.) 2. Written quizzes, tests, and exercises on material from concert literature and related materials (scales, rhythms, etc.) 3. Group performance (in rehearsal and at concert) 	Other Evidence <ol style="list-style-type: none"> 1. Verbal responses and discussion. 2. Visual observation of students in rehearsal setting. 3. Aural observation of students in rehearsal setting.
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