

NJCCCS AREA:Fine Arts
North Brunswick Township Public Schools

Course: Symphonic Orchestra

Acknowledgements

Jeffrey Bradbury, Instrumental Music

James Egan Subject Area Leader Fine and Performing Arts

Michael Santa Maria Supervisor Fine and Performing Arts

Date: August 30, 2012

Board Adoption: _____

Course Description

SYMPHONIC ORCHESTRA is a full year instrumental methods course designed for students who have shown proficiency on the Violin, Viola, Cello or Double Bass. This course is designed to further enhance and engage a student's musical talents and additionally prepare a student for the more advanced Chamber Orchestra group. Students will have the opportunity to work in both large and small ensembles and be directed by the teacher as part of the rotational lesson format. Students will perform in two annual concerts, and will have the opportunity to audition for regional and nationally recognized performance ensembles.

This course will introduce and emphasize all major and minor aspects of music to the students such as Pulse, Rhythm and Meter, Counting, Intonation, Artistic Performance as well as provide students with a structural overview for both the history of music and music theory.

The ultimate objective for students enrolled in this course will be for them to be able to demonstrate competency as a musician while playing their instrument. This involves the student not only being able to read and perform written music, but to also attend the required amount of rotational lessons and after school rehearsals and performances as dictated by our school calendar.

This course is closely aligned to the 2009 revised visual & performing arts NJCCCS as well as the NAfME (National Association for Music Education) standards. Members of the Symphonic Orchestra may audition for Chamber Orchestra Performances are culminating experiences without equivalent substitutes. Students accept the performance calendar as a condition of participation and as part of the course requirement.

Topic: Pulse, Rhythm and Meter Course: Symphonic Orchestra

Grade: 9-12

Date: September 2012

Essential Questions NJCCC Standard	NJCCCS – Essential Skills	Instructional Strategies Activities/Materials/Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.1 The Creative Process and 1.3 Performance: How important is meter and rhythm when performing music?</p> <p>How do I keep a pulse?</p> <p>How do I play in time with the other members of the musical ensemble?</p> <p>How do I play with musical expression?</p> <p>How do I combine vibrato, articulation, and dynamics to create a mature sounding ensemble?</p>	<p>1.1.12.B.1/2 1.3.12.B.2 TLWBAT demonstrate knowledge of a musical pulse.</p> <p>1.1.12.B.1/2 1.3.12.B.2 TLWBAT explain how a time signature works and how various rhythmic patterns fit inside the time signature.</p> <p>1.3.12.B.3 TLWBAT perform various rhythms within a given rhythmic time signature.</p>	<p>Identintfy various parts of music including time signautre, note and rest values and bar lines. Count out loud the rhythm of selected pieces and then perform them on the instrument.</p> <p>Explain the proper counting methods for music. Explain how simple and compound rhythms fit into each time signature.</p> <p>Perform various rhythms using rhythm charts, method books and other teacher provided examples.</p> <p>Technology: Websites, Apps, Metronome</p> <p>Materials: Method Books, Rhythm Charts, Piano, Instruments</p>	<p>Special Seating</p> <p>Extra reinforcement of rhythm skills</p> <p>Student of rhythm charts and other teacher supplied materials</p>	<p>Method book, Rhythm Charts, Sheet Music exercises and and performance tests are to be assessed after every six-week unit.</p> <p>Group and Individual Playing Tests will either be performed live or recorded</p> <p>Yes/No Responses, Open-ended questions</p>	<p>September</p> <p>October</p> <p>November</p> <p>December</p>

New Jersey Core Curriculum Content Standard Area: SYMPHONIC ORCHESTRA 9-12

Topic: History of the Arts and Culture Course: Symphonic Orchestra

Grade: 9-12

Date: September 2012

Essential Questions NJCCC Standard	NJCCCS – Essential Skills	Instructional Strategies Activities/Materials/Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.2 History of the Art and Culture 1.3 Performance</p> <p>How was music created and where was it composed?</p> <p>Why does one type of music sound differently than another type of music?</p> <p>How do I have to play my instrument to make it sound correct for the period in which it was written?</p> <p>What value will students gain by listening to and critiquing musical performances?</p> <p>How will a student and/or ensemble benefit from the critique of their own performance or others performances?</p>	<p>1.2.12.A.1/1.2.12.A.2 TLWBAT identify various historical composers by their compositions and time periods.</p> <p>1.2.12.A.1/1.2.12.A.2/1.3.12.B.1 TLWBAT discuss how different types of music are performed and demonstrate those styles on their instruments.</p> <p>1.2.12.A.1/1.2.12.A.2/1.3.12.B.1 TLWBAT learn music of various cultures with various historical context</p> <p>1.2.12.A.1/1.2.12.A.2/1.3.12.B.1 TLWBAT analyze music from different centuries</p> <p>TLWBAT gain historic perspective by performing music of various centuries</p>	<p>Explain the different musical time periods and the various composers who lived throughout history.</p> <p>Have students demonstrate the various types of bow strokes that would be expected during the various musical time periods.</p> <p>Have students perform solos,duets and ensemble selections from different time periods.</p> <p>Technology: Recordings, CD/DVD, Websites</p> <p>Materials: Recordings, Instruments, Method Books, Sheet Music</p>	<p>Extra time for tests and quizzes</p> <p>Modifications of assessment tools to more objective formatting. Implementing Differentiation of Instruction.</p>	<p>Listening Quizzes reflecting on various time periods.</p> <p>Simple yes/no questions Teacher CD/DVD generated examples to demonstrate various types of musical styles and composers.</p> <p>Classroom interactions and small group performances.</p>	<p>October</p> <p>November</p> <p>February</p> <p>March</p>

New Jersey Core Curriculum Content Standard Area: SYMPHONIC ORCHESTRA 9-12

Topic: Performance

Course: Symphonic Orchestra

Grade: 9-12

Date: September 2012

Essential Questions NJCCC Standard	NJCCCS – Essential Skills	Instructional Strategies Activities/Materials/Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.1 The Creative Process and 1.3 Performance:</p> <p>How does an ensemble perform together?</p> <p>How does an ensemble create a balanced sound?</p> <p>How do dynamics and rhythm account for a mature sounding ensemble?</p> <p>How does performance and rehearsal behavior lend meaning to instrumental music?</p> <p>What types of activities should students make routine to become better musicians and masters of their instrument?</p> <p>Why is it important for students to learn performance practice from a variety of time periods and musical genres.</p> <p>In terms of instrumental production, how does knowledge of string technique add to the aesthetic value of string music?</p>	<p>1.1.12.B.2 1.3.12.B.1/2/3 TLWBAT Perform on their instruments as a soloist or in small and large ensembles</p> <p>1.1.12.B.2 1.3.12.B.1/2/3 TLWBAT Perform on their instrument using dynamics and articulations</p> <p>1.1.12.B.2 1.3.12.B.1/2/3 TLWBAT Perform musical works from different genres with expression and technical accuracy on their major instrument</p>	<p>Follow the conductor for basic gestures and conducting patterns. Display proper behavior and etique for performances and rehearsals.</p> <p>Define Key terms necessary for musical interpretation. Act appropriately while in rehearsal and performances Apply basic knowledge of string production to affect tone production Demonstrate various types of bowings and articulations Apply understanding of pulse, rhythm and meter while playing their instrument</p> <p>Technology: Tuner, Metronome, Materials: Instrument, Metronome, Tuner, Music</p>	<p>Special Seating when needed</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Implementing Differentiation of Instruction.</p>	<p>Question and Answer</p> <p>Open ended questions</p> <p>Listening Comprehension</p> <p>Performance evaluations</p>	<p>October</p> <p>November</p> <p>December</p> <p>January</p> <p>March</p>

Topic: Basic Instrument Care and Sound Production

Course: Symphonic Orchestra

Grade: 9-12

Date: September 2012

Essential Questions NJCCC Standard	NJCCCS – Essential Skills	Instructional Strategies Activities/Materials/Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL/Special Education Academic Support/G&T	Assessments Formative Summative Benchmarks	PACING
<p>1.1 The Creative Process and 1.3 Performance:</p> <p>How do I assemble the instrument?</p> <p>How do I care for the instrument?</p> <p>How do I hold the instrument?</p> <p>How do I produce a sound on the instrument?</p> <p>1.2 History of the Arts and Culture:</p> <p>Where has your instrument been seen? When did you first hear about this instrument?</p> <p>1.4 Aesthetic Response and Critique Methodologies:</p> <p>What kind of music do you hope to play with this instrument?</p> <p>What is the common (archetypal), sound of my instrument? How does that sound vary from genre to genre?</p>	<p>1.1.12.B.11/B.2, 1.3.12.B.1/B2 TLWBAT assemble and disassemble the instrument.</p> <p>1.1.12.B.11/B.2, 1.3.12.B.1/B2 TLWBAT explain the basics of how to care for the instrument.</p> <p>1.1.12.B.11/B.2, 1.3.12.B.1/B2 TLWBAT hold the instrument correctly with proper body posture and finger placement.</p> <p>1.1.12.B.11/B.2, 1.3.12.B.1/B2 TLWBAT produce sound using both pizz and arco styles</p> <p>1.2.12.A.1 TLWBAT describe where their instrument fits into their own musical experience or schema.</p> <p>1.4.12.B.1 TLWBAT describe what style of music a certain sound helps create based on recorded examples.</p> <p>1.2.12.A.2 TLWBAT explain in detail what makes their instrument sound unique compared to other instruments</p>	<p>Open case correctly. Assemble and disassemble instrument. Repeat this process twice. Hold instrument with fingers in the correct placement. Produce sound while holding the instrument.</p> <p>Explain proper care of the instrument so as not to break or damage the instrument. Explain the use of oil, grease, or other lubricants to care for the instrument. Explain basic cleaning.</p> <p>Have the student put the instrument down and pick it up again finding the right placement for fingers and proper posture.</p> <p>Discuss with other students where you first saw the instrument you are playing.</p> <p>Discuss what types of music you hope to perform with your instrument. Discuss how your instrument is used in your culture.</p> <p>Technology: (i.e. Web sites, Smart phones, tuner apps, metronome apps)</p> <p>Materials: (i.e. Method book, sheet music, CDs/DVDs, videos)</p>	<p>Special seating Extra reinforcement of classroom oral or written directions.</p> <p>Student use of word banks, note/reading/spelling correction activities, flashcards.</p> <p>Extra rhythm charts and exercises.</p> <p>Extra time for performance tests</p> <p>Modifications of assessment tools to more objective formatting. Implementing Differentiation of Instruction.</p> <p>HWE: Advanced cleaning and maintenance tips. Explain what attracted you to your instrument.</p>	<p>Listening quizzes and written/dictation music sections.</p> <p>Method book, sheet music, and teacher generated exercises and performance tests after each six-week unit.</p> <p>Rhythm chart quiz bi monthly.</p> <p>Scale charts and fragments quiz bi monthly.</p> <p>Simple yes/no responses to questions</p> <p>Open-ended questions</p> <p>Long and short answer questions multiple choice</p> <p>True/false questions</p> <p>Teacher and CD/DVD generated listening comprehension passages</p> <p>Practice log/charts for individual practice.</p> <p>Individual and small group performances</p> <p>Classroom interaction Posters, reports and projects.</p> <p>Bi-Yearly individual auditions</p>	<p>New students only. Most students arrive with these skills. September</p> <p>Review all students September an ongoing.</p> <p>October</p> <p>Instrument Cleaning Bi-Y early</p> <p>Instrument Maintained ongoing</p> <p>September</p>

