

String Orchestra
2020-2021

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ORCHESTRA SYLLABUS

Course Description: Orchestra is a year long course open to any student (grades 9-12) with previous strings experience. A variety of musical pieces and composers will be studied and performed**** throughout the year. In addition, students will have opportunities to participate in optional events like Solo and Ensemble Contest and All-Suburban Honor Orchestra. **Attending all full orchestra performances and after school rehearsals is a course requirement.**

Prerequisites: Previous strings experience or successful audition with the director.

I. UCHS BEHAVIOR EXPECTATIONS

Technology in the classroom is for learning purposes, not distraction. Chromebooks should be used as part of the learning process.

Cell phones and headphones: Students may NOT have cell phones or headphones in the classroom unless they are given specific, verbal permission to do so. Cell phones should be turned off and stored in a student's bag and should not be taken out unless the teacher has given permission for the student to do so. It is entirely the teacher's discretion to allow cell phones and headphones **or to not allow cell phones or headphones** in order to protect a positive, distraction-free learning space.

II. COURSE EXPECTATIONS

- Enjoy making music with your peers.
- Come to class prepared.
- Show respect and care for you classmates, materials and the teacher.

III. COURSE OBJECTIVES

By the end of the course, students will meet the following goals:

- Apply instrumental technique for grade 1-2-3 literature.
- Demonstrate instrument maintenance and care.
- Apply the ability to adjust the pitch to a given standard during performance (play in tune).
- Read and perform music notation for grade 1-2-3 literature.
- Perform a varied repertoire of music representing diverse cultures, genres and styles.

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- Apply stylistic elements needed to perform the music of various cultures, genres and styles.
- Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument.
- Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend and intonation.
- Interpret and explain standard rhythmic notation in simple and compound meters (2/4, 3/4, 4/4, 2/2, and 6/8) using whole, half, quarter, eighth, sixteenth notes and rests as well as eighth note pairs, dotted quarter/eighth pairings, dotted eighth/sixteenth pairings, eighth note triplets in simple and compound meters.
- Identify standard symbols for dynamics, tempo and articulation including *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *pp* for *pianissimo*, *ff* for *fortissimo*, *sfz* for *sforzando*, *cresc.* or *<* for *crescendo*, *decresc.* or *>* for *decrescendo*, *dim* for *diminuendo*, *accel.* and *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *a tempo*, accent, *fermata*, ties, slurs, *staccato*, *legato*
- Use standard and selected nonstandard notation symbols for rhythm, pitch, and expressive elements to record music ideas of 2 to 4 measure for instrument or voice.
- Sight read standard musical notation at level 3 difficulty
- Identify forms used in selected ensemble repertoire including theme and variation, DC al Fine, DS al Coda/Fine, AB/binary, ABA/ternary, song form, sonata, rondo, fugue, opera, ballet, symphonic, jazz and sonata.
- Determine the music means and size of group of an aural example
- Describe the musical expression of an aural example
- Determine the order and organization of an aural example
- Determine the possible origin of an aural example (location and time)
- Characterize the use of music by its intended function and its intended audience
- Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence
- Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- Use musical terminology to describe their personal response to musical example

- Identify genre or style from various historical periods through listening to selected ensemble repertoire
- Cite well-known performers specific to student's instrument

IV. UNIT OUTLINE/SCOPE AND SEQUENCE OF COURSE

Throughout the year, students will be learning about the following topics and practicing skills within the context of several large units: tone production and body format, music literacy and technique, performing in an ensemble, analyzing music and performances, music history and culture, and creative musicianship.

- Unit 1 - Music literacy review (rhythmic and melodic notation, finger placement, rehearsal markings)
 - Ongoing