

El Monte Union High School District

3/10/07

Course Outline

High School _____ District _____

Title: String Orchestra

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Music

Grade Level (s): 9-12

Semester _____ Year X

Year of State Framework Adoption _____

This course meets
graduation requirements:

- () English
- (X) Fine Arts
- () Foreign Language
- () Health & Safety
- () Math
- () Physical Education
- () Science
- () Social Science

Department/Cluster Approval _____ Date _____

_____	_____
_____	_____
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*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): None

2. Short description of course which may also be used in the registration manual:

String orchestra is an instrumental ensemble in which performance skills are developed through a logical sequence of instruction in rehearsals, performance of literature in the medium, sectional rehearsals, and one-on-one instruction. Students will receive instruction on string instruments: violin, viola, cello, or string bass. Repertoire will be developed throughout the year to perform for the community and/or festivals and competitions. Performances will be the culminating experiences of the learning process. Attendance may be required at rehearsals and events outside of class time. This class will accommodate all skill levels, beginning through advanced.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

Academic Achievers:

Studying a string instrument requires that students exhibit the ability to use appropriate learning skills and information gathering strategies necessary to become a lifelong learner. Students will have to read, listen to, analyze, and describe music and other aural information, using the terminology of music.

Complex thinkers:

Students must access, analyze and interpret aural information in order to achieve performance skills. Achieving high performance levels on a string instrument requires higher order thinking skills. Study on an instrument requires three types of learning - 1) cognitive: mental skills- note and rhythm reading 2) affective: growth in feelings or emotional areas – interpreting music emotionally and 3) psychomotor: manual or physical skills – hand-eye coordination.

Effective communicators:

In class, students will have to respond to examples and questions using appropriate terminology. Students will have to read notation involving terminology. By learning the terminology and language of music students become more effective and fluent in communicating about music.

Responsible citizens:

Opportunities for public performance nurture an awareness for students as citizens in a community. Success in ensemble performance demands an atmosphere of shared respect and tolerance. Students learn tolerance for other cultures and traditions through performance of diverse music.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

Students in string orchestra will be learning the language and terminology of music together. The specialized and technical language of music is new to all beginning musicians, and familiar to advanced musicians despite English levels. English Learners are provided numerous opportunities to practice and integrate this new musical vocabulary through performance. The hands-on nature of a performance class makes the content accessible to students. Learning may be supplemented by listening examples, recordings, modeling, flashcards, call and response drills, clapping, movement exercises, and singing exercises.

5. Describe the interdepartmental articulation process for this course:

Study on a string instrument integrates English, History, Foreign Language, and Science curriculums with music. Students learn about relevant musical styles and important composers in history while performing music from the Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Performance on an instrument integrates Italian vocabulary and the scientific study of sound.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Performance in string orchestra develops life-long learners by improving individual and ensemble musicianship skills and teaching students how to perform successfully. This course improves student self-confidence, teaches poise and professionalism in performance, and helps students develop relational skills as they work as an ensemble towards common goals. Learning an instrument and playing in an ensemble requires a similar level of personal responsibility, diligence and perseverance that students will need to successfully operate in any career in the real world. By learning a hands-on skill students develop better hand-eye coordination which correlates with other refined motor skills, and hands-on skills with real-world applications. Students achieving high performance levels on their instrument will naturally have the opportunity to continue in college or professional orchestras.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Essential Elements for Strings, volume 1 , Hal Leonard Publishing Corp.

Essential Elements for Strings, volume 2, Hal Leonard Publishing Corp.

Essential Technique 2000 by Allen, Gillespie, Hayes, Hal Leonard Publishing Corp.

Daily Warmups for String Orchestra by Michael Allen, Hal Leonard Publishing Corp.

Chorales for Beginning and Intermediate Orchestra by Quincy Hillard, Neil A. Kjos Music Co.

Various literature for string orchestra to support skill levels and learning needs.

B. Supplemental Materials and Resources:

Teen Strings Magazine, String Letter Publishing, Inc.

Strategies for Teaching Strings by Robert Gillespie and Donald Hamann,

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Essential Elements Play-along CD's for volume 1 and 2

CD player, VCR, recording equipment

String instruments provided by school or student owned (violin, viola, cello and bass)

Objectives of Course; Unit Detail (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass

A. Objectives:

- Students will perform on string instruments at proficient to advanced levels
- Students will learn to accurately interpret music notation, including bowing, articulation, dynamics and other conventions
- Students will learn to play with tone quality and expression.
- Students will develop listening skills through ensemble playing including identifying styles and recognizing elements of music.
- Students will learn appropriate tuning practices and warm-ups for string instruments.
- Students will be exposed to a variety of literature from different style periods and cultures and using different forms.
- Students will develop sight-reading skills on their instrument
- Students will learn to evaluate the quality and effectiveness of their own performances
- Students will learn to analyze a composer's intentions through study and performance of specific works.

B. Units:

(Most units are ongoing and integrated in daily instruction and routines.)

Beginning:

- Care of instrument (portion of 1-2 periods, then ongoing reinforcement)
- Holding Position (portion of 1-2 periods, then ongoing)
- Basic notes, rhythms, fingerings in first position (2 semesters)
- Basic Bowing styles/ patterns, execution (ongoing)
- Musical notation, terminology and symbols (dynamics, style markings, etc.)- (ongoing)
- Rehearsal procedures (portion of 1-2 periods, reinforced ongoing)
- Guidelines for practicing (portion of 1 period, ongoing)
- Development of pulse (ongoing)
- Basic tuning (portions of 3 periods, then ongoing reinforcement)
- Accurate performance of pieces at basic difficulty levels (ongoing)
- Evaluate/ Assess performances (portions of 2 periods)

Intermediate- Advanced

Units are ongoing unless otherwise marked

- Continue care of instrument

- Review holding position
- Guidelines for practicing
- Continue musical terminology (portions of 3 periods, then ongoing)
- Scales and Warm-ups
- Continue bowing exercises/ bowing styles
- Tuning exercises
- Development of tone quality and vibrato (portions of 3 class periods, then ongoing)
- Develop ensemble concepts, i.e. balance, blend, phrasing together, bowing together
- Shifting/ higher positions
- Analysis of style periods, forms, composer's intentions
- Accurate performance of pieces at intermediate to advanced difficulty levels
- Compare performance with recorded examples (portions of about 2 periods)
- Evaluate/ Assess performances (about 2 periods)

C. Standards: California State Visual and Performing Arts Content Standards: Proficient and Advanced: 1.3, 1.4, 1.5, 1.6, 2.4, 3.4, 3.7, 4.1, 4.2

D. Student performance standards:

- Participate in class activities fully
- Observe rehearsal etiquette
- Contribute to a respectful class environment
- Achieve progress on instrument appropriate to starting level
- Practice regularly outside of class
- Able to read and interpret music notation at level performing
- Complete assignments
- Maintain instrument and class equipment
- Come prepared with class materials
- Attend scheduled performances properly groomed and contribute fully
- Prepare music for performance in a timely fashion

E. Evaluation/ assessment/ rubrics

- Individual and group music checks
- Written quizzes
- Notation worksheets
- Attendance
- Individual participation grades
- Practice logs
- Performance evaluation