

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Intermediate Orchestra, Middle School**

Date: February 2004

Proposed Grade Level: 6, 7, 8

Grading: A – F

Prerequisites: Beginning strings will be accepted into this course by instructor approval

BRIEF COURSE DESCRIPTION:

This course provides the student with an opportunity to learn, review, and expand the fundamentals of reading music and the production of musical tone on the violin, viola, cello, or string bass. Sometimes pianists will be included by teacher audition. Because of the range of student's experience, a great deal of the course is individualized. Music listening skills, care of the instrument and music appreciation will be included. Musical heritage will be explored. Emphasis is placed on individual and group performance. Local performances are an important component of the grade for the course. Students will perform music at levels 1 through 2.

GENERAL GOALS/PURPOSES:

To:

- Develop and reinforce skill in reading music.
- Develop skills of tone production.
- Develop skills in string instrument technique.
- Gain experience as an individual performer as well as a group performer.
- Foster enthusiasm for individual and group performance.
- Instill appropriate concert etiquette at orchestra performances as well as other concerts.
- Instill appreciation for the historical significance of the music literature introduced in class.
- Develop listening skills and aesthetic appreciation for learning and enjoyment.
- Teach students to work together as a group.
- Acquire the discipline of regular individual practice.

STUDENT READING COMPONENT:

Students will read excerpts from various authors on instrumental technique, historical periods, and composers of different styles of music.

STUDENT WRITING COMPONENT:

Students will be required to write critiques on individual and group performances, comparing and contrasting different styles of music.

STUDENT ORAL COMPONENT:

Regular in-class discussions will be conducted in order to assess the student's understanding of new concepts that have been introduced.

DETAILED UNITS OF INSTRUCTION:

Unit I – Orientation

- A. Students will be able to understand and relate:
- General classroom procedures, processes, and standards.
 - Function, use and care of musical instruments, equipment and supplies.
 - Practice requirements.
 - Attendance and performance expectations for concerts.
 - Known dates of concerts and festivals,
 - Work and grading standards and policies.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|-------------|----------------|
| punctuality | rehearsal |
| performance | responsibility |
| challenge | respect |
| practice | |
- C. Evaluation Procedures
- Teacher observation.

Unit II – Care Of Instruments

- A. Students will be able to:
- Name the parts of the instrument.
 - Demonstrate proper care and maintenance procedures.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | | |
|------------------------|-------|---------------------|
| acceptable cleanliness | resin | |
| bridge angle | | mineral oil |
| rubbing alcohol | | temperature control |
| storage | | polish |
- C. Evaluation Procedures
- Teacher Evaluation

Unit III – Playing Position

- A. Students will demonstrate:
- Upright body position with feet flat on the floor; student will sit forward in the chair. Violins/violas at nose level; cello behind the left ear.
 - Proper “left hand” position: Students will know appropriate thumb, elbow, finger, and wrist placement.
 - Proper bow grips: Students will demonstrate appropriate placement for each finger and thumb.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|-------------|--------------------|
| preparation | attention |
| bow grip | left hand position |
| posture | knuckles |
- C. Evaluation Procedures
- Teacher observation

Unit IV – Tone Production

- A. Students will be able to demonstrate:
- Proper bowing techniques to produce a clean sound.
 - Proper bowing techniques to produce a loud and soft sound.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

strong thumb	(“Railroad tracks”)	bent thumb
parallel bow	bow speed	tilted bow
even pressure	flat hair	

- C. Evaluation Procedures:
- Teacher observation
 - Student explanation

Unit V – Music Reading

- A. Students will be able to:
- Identify pitch differences to the lowest note on the lowest string and the highest note in the 2nd position.
 - Read, understand, and interpret, verbally or by playing, the system of symbols used to indicate pitch; know appropriate clef sign
 - Use of the proper fingering to play these pitches:
Open Strings; E, A, D, G, C
All notes in 1st position in the Keys of C, G, D, A, F, B flat, and E flat Major
 - Read, understand, and interpret, verbally or by playing, rhythm patterns which include whole notes, dotted half notes and eighth notes. Meters will include 2/4, 3/4, 4/4, and 6/8.
- B. Concept Words/Terms/Symbols – Students will demonstrate knowledge of the following concept words/terms/symbols by using them in written and/or oral communication.

Treble, Alto or Bass Clef	Whole Note (for phrasing)	Quarter Rest
Flat	Half Note	Forte
Bar Line	Repeat Sign	Tie
Sharp	Dotted Half Note	First & Second Endings
Measure	Fermata	Adante, Moderato, Allegro
Natural	Quarter Note	Tempo
Double Bar	Fine	Time Signatures of 2/4, 3/4, 4/4, C and 6/8
Breath Mark	D.S.	C and 6/8
Dotted Quarter Note	Half Rest	Whole rest
D.C. al fine	Piano	

- C. Evaluation Procedures
- Written, oral and playing tests

Unit VI - Articulation

- A. Students will be able to:
- Produce a clean sound – smooth legato using varying amounts of bow.
 - Alter the tone by playing loudly or softly.
 - Alter the tone to the appropriate style by playing legato, staccato, slurs (two, three or four notes), accents and martele.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

legato	staccato
slurs	accents
martele	

- C. Evaluation Procedures
- Playing Quizzes
 - Teacher observation

Unit VII – Technical Development

A. Students will be able to integrate all skills learned to expressively produce music which is increasingly more accurate as to intonation, rhythm, and tone quality relative to the level of skill and experience they have accumulated.

Students will be able to:

- Play songs in the concert keys of C, G, D, and A Major
- Play scales and exercises in the keys of C, G, D, A, F, B flat and E flat Major
- Play rhythms listed under Music Reading.
- Play all bowings listed under Articulation.
- Learn to shift correctly in third position in the Keys of C and G Major.
- Learn preliminary vibrato exercises.

B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

key	bow speed (rhythm)
scale	articulation
shifting	vibrato

- C. Evaluation Procedures
- Teacher observation
 - Student performance and quizzes

Unit VIII – Musical Heritage

A. Students will be able to:

- Understand the historical significance of music being performed.
- Understand the stylistic differences of different cultures and time periods.

B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

Baroque	Modern	Popular
Classical	Style	Rock
Romantic	Nationalism	Jazz

- C. Evaluation Procedures:
- Oral discussion
 - Written tests or homework

Unit IX – Aesthetic Valuing

A. Students will be able to:

- Critically evaluate the performance of other students and groups of string orchestras.
- Critically evaluate their own performance and practice.
- Form and defend their own judgments of various musical styles, composers, and forms as they perform or listen to music.
- Describe musical textures in terms of thick, thin, dark, or light.

B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.

expressive/expression	harmony
melody	musicality
ensemble	dynamics
phrasing	texture

- C. Evaluation Procedures
- Written evaluation forms of other group's or student's performances.
 - Oral discussion

Unit X – Ensemble Playing

- A. Students will be able to perform successfully in an ensemble. They will:
- Be able to follow a conductor.
 - Learn to follow (or be) the section leader.
 - Learn to work as a unit within the ensemble and sub-groups of sections and with a stand partner.
 - Learn to adjust tone and dynamics to blend with the group and sub-groups.
 - Learn to adapt bowings to their section.
 - Learn to treat all members of the group positively and respectfully to ensure maximal group success.
 - Learn to cooperate.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|-----------|----------------|
| ensemble | blending |
| listening | section leader |
| bowings | cooperation |
- C. Evaluation Procedures
- Teacher observation
 - Oral discussion

Unit XI – Ear Training

- A. Students will be able to:
- Discriminate between higher and lower pitch.
 - Adjust their pitch by moving their finger on individual notes.
 - Determine whether a pitch is a major or minor second when played by the teacher at the piano.
- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|------------------------------------|------------|
| pitch | high |
| low | intonation |
| intervals (major or minor seconds) | |
- C. Evaluation Procedures
- Teacher Observation
 - Aural quizzes

Unit XII - Festivals And Concerts

Local performances are important requirements in this course. Local concerts could be as follows:

- | | |
|--------------------------------------|------------------------------|
| Fall Concert | Winter Concert |
| District Orchestra Concert | Golden Empire Music Festival |
| Spring Concert | Graduation Concert |
| Concert exchanges with local schools | |

- A. Students will be expected to:
- Attend and perform in all required concerts and adjudicated festivals.
 - Observe school rules at all times.
 - Wear appropriate concert dress as indicated by instructor.
 - Help set up and clean up as needed.
 - Stay with the group for the entire performance until dismissed by the instructor.
 - Exhibit appropriate concert etiquette.

- B. Concept Words/Terms – Students will demonstrate knowledge of the following concept words/terms by using them in written and/or oral communication.
- | | |
|----------------------|-------------------|
| responsibility | concert etiquette |
| respect | behavior |
| performance | listening |
| group responsibility | |
- C. Evaluation Procedures
- Teacher and parent observation

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1.0 Artistic Perception - Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music
Units II, IV, VI, VIII, XI
- 2.0 Creative Expressing - Creating, Performing and Participating in Music
Units IV, VI, VII, IX, X, XII
- 3.0 Historical and Cultural Context - Understanding the Historical Contributions and Cultural Dimensions of Music
Unit V, VIII
- 4.0 Aesthetic Valuing - Responding to, Analyzing and Making Judgments About Works of Music
Units I, V
- 5.0 Connections, Relationships, Applications - Connecting and Applying what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Unit V, VIII

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.