

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Advanced Orchestra, Middle School**

**Date:** February 2004

**Proposed Grade Level:** 6, 7, 8

**Grading:** A – F

**Prerequisites:** Audition or Teacher's Discretion

**BRIEF COURSE DESCRIPTION:**

This course provides the student with an opportunity to review and expand technique and music reading as well as the production of musical tone on the violin, viola, cello, or string bass. Pianists may be included by teacher audition. 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. Outside performance is encouraged for extra credit. Students will perform music at levels 2 through 3.

**GENERAL GOALS/PURPOSES:**

- To expand skills in reading musical notation
- To increase skills of tone production
- To develop more skills in string instrument technique
- To gain experience as an individual performer as well as a group performer
- To instill pleasure and enthusiasm for individual and group performance
- To instill appropriate concert etiquette at orchestra performances as well as other concerts
- To instill appreciation for the historical significance of the music literature introduced in class
- To develop listening skills and aesthetic appreciation for learning and enjoyment
- To teach students to work together as a group
- To 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 to:
- 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    | role model |
| rehearsal      | leadership |
| performance    | practice   |
| responsibility | challenge  |
| respect        |            |
- C. Evaluation Procedures
- Teacher observation
  - Performance

### **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 | mineral oil          |
| bridge angle           |       | temperature control  |
| rubbing alcohol        |       | polish               |
| storage                |       | centering the bridge |
- C. Evaluation Procedures
- Teacher Evaluation

### **Unit III – Playing Position**

- A. Students will demonstrate:
- Upright body position with feet flat on the floor. Students will sit forward in the chair. Violins/violas at nose level.
  - 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 technique to produce a wide range of dynamics.
- 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            | parallel bow        |
| even pressure           | (“Railroad tracks”) |
| using weight & pressure | even pressure       |
| bow speed               | bow placement       |
| flat hair               | resin               |
| bent thumb              | tilted bow          |
- 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 7<sup>th</sup> position.
  - Read, understand, and interpret, verbally or by playing, the system of symbols used to indicate pitch; know appropriate clef sign and clef signs of other string instruments (alto, treble, and bass clefs.)
  - Use of the proper fingering to play these pitches:
    - Open Strings; E, A, D, G, C
    - All notes in 1<sup>st</sup> and 3<sup>rd</sup> position in the Keys of C, G, D, A, F, B flat, and E flat Major. All notes in the minor Keys of A, E, B, and F sharp.
  - Read, understand, and interpret, verbally or by playing, rhythm patterns which include whole notes, dotted half notes, half notes, quarter notes, dotted half notes, and eighth notes, dotted eighth, sixteenth and triplets. Meters will include 2/4, 3/4, 4/4, 2/2, C, 6/8, and 12/8.
- 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  | Half Rest              | lento                             |
| Flat                       | Piano                  | moderato                          |
| Bar Line                   | Quarter Rest           | largo                             |
| Sharp                      | Forte                  | allegro                           |
| Measure                    | Tie                    | allegro moderato                  |
| Natural                    | First & Second Endings | vivace                            |
| Double Bar                 | Tempo                  | syncopation                       |
| Breath Mark (for phrasing) | triplet                | andante                           |
| Whole Note                 | common time            | adagio                            |
| Half Note                  | meter                  | Fine                              |
| Repeat Sign                | D.C. al fine           | Dotted Quarter Note               |
| Dotted Half Note           | Whole rest             | Time Signatures of 2/4, 3/4, 4/4, |
| Fermata                    | D.S.                   | C, 6/8, 3/8, and 12/8             |
| Quarter Note               |                        |                                   |
- C. Evaluation Procedures
- Written, oral or 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 ff, sfz, mf, or piano.
  - Alter the tone to the appropriate style by playing legato, staccato, slurs (any number), accents and martele, spicatto, detache, semi-staccato, and various combinations of the above.
- 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  | detache       |
| spicatto | semi-staccato |
- C. Evaluation Procedures
- 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, F, and B flat Major.
  - Play one-two octave scales and exercises in the keys of C, G, D, A, F, B flat and E flat Major as well as natural and harmonic scales in A, E, B, F sharp, D, G, and C.
  - Play rhythms listed under Music Reading.
  - Play all bowings listed under Articulation.
  - Learn to shift correctly in third position in the Keys of C, G, D, A, F, and B flat Major.
  - Learn to do basic shifting in 2<sup>nd</sup> and 4<sup>th</sup> position.
  - Do a slow, even vibrato.
- 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

## **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  | Classical   |
| Romantic | Modern      |
| Style    | Nationalism |
| Popular  | Rock        |
| 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 and bands.
  - 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     |
| Rondo form                    | Sonata form |
- 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.
- Students 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.
  - Learn to adjust intonation to the section.
  - Section leaders will learn to mark simple bowings and fingerings.
- 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  |
| intonation     | 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, major or minor third, perfect fourth or fifth.
  - Determine whether a pitch sounds too flat or too sharp.

- Tune open strings to 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 |
| flat   | sharp      |
| in tune  |            |
| intervals (major and minor thirds, perfect fourths and fifths) |            |
- 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.

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