

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**CHAMBER ORCHESTRA**

Board of Education Approved 04/24/2007

## **CHAMBER ORCHESTRA**

### **Statement of Purpose**

Music is inherent in the very nature of man and therefore must be an integral part of a child's education. We recognize that some students in Fairfield's High Schools will develop both the interest and technical ability to pursue intense study of music in a specialized area. Chamber Orchestra expands on the skills learned in Concert and Symphonic Orchestra enabling the students to perform at a higher level through advanced repertoire. This rigorous study prepares students for future success in life by refining leadership and problem solving skills and developing independence.

Through out the year chamber orchestra students will demonstrate their mastery of technical skills and musical interpretation by performing in both formal and informal settings. Unique performance opportunities will be pursued beyond the Concert and Symphonic Orchestra curriculum concerts.

### **Audience**

9<sup>th</sup> - 12<sup>th</sup> Grade Orchestra Students

### **Prerequisite**

Current enrollment in Concert or Symphonic Orchestra and audition.

### **Design and Description**

1 credit

This course is open to string students who have developed advanced technique on their instrument and are members of an existing ensemble in the high school. Literature for this class will be selected from advanced string music beginning with Baroque to the Contemporary. Limited enrollment is by audition with the recommendation of the director. Participation in all fall, winter, and spring scheduled rehearsals and performances is required.

Chamber Orchestra meets one evening a week for two hours with sectional rehearsals to be determined. Due to the changing repertoire, this ensemble course may be taken repeatedly. The course is structured around the following categories that guide instruction

- I. All students in Chamber Orchestra perform at skill level VI (as identified in the Concert and Symphonic Orchestra curriculum) and will continue to refine and master these techniques.
- II. All students in Chamber Orchestra progress through Repertoire Units of Study each year. Units consist of the major musical eras: Baroque, Classical, Romantic and Modern.
- III. All students in Chamber Orchestra will complete designated tasks to meet the State and National Standards in instrumental performance, evaluation and analysis.

Adherence to the departmental Code of Ethics and the performance dress code is required. (See Appendix)

## **Summary Objectives**

Students will be able to:

- play their instrument at Fairfield Skill Level VI demonstrating mastery of identified skills and techniques through varied string repertoire.
- evaluate their ensemble skills in rehearsal and performance and demonstrate independent rehearsal skills.
- demonstrate mastery of musical understanding and interpretation in relation to the repertoire units of study.
- listen to, analyze, and describe both live and recorded performances, and write critical analyses using music terminology.
- perform in numerous concerts and venues.

## **Music Standards**

### ***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Students will perform in small ensembles with one student on a part.

### ***Analysis***

**Students will listen to, describe and analyze music.**

Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Students will demonstrate extensive knowledge of the technical vocabulary of music.

### ***Evaluation***

**Students will evaluate music and music performances.**

Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.

Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

## **Information and Technology Standards (to be added)**

### **Essential Questions**

- What is the role and importance of music in our lives?

- How is expression and communication created through performing music?
- What constitutes a musical performance?

**Guiding Questions**

- Where on the timeline below does the music we studied fall?

Ancient	Medieval	Renaissance	Baroque	Classical	Romantic	Impressionistic	20 <sup>th</sup> Century	Contemporary
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- Who is a significant composer from the specified style or time period?
- What is a famous composition or masterwork from this time period or genre?
- What innovation(s) in music were attributed to music of this time period or style?
- What is one musical composition you studied/performed from the specified period or style and why is it characteristic of this time period or style?

## Repertoire Units of Study

### *Baroque*

#### Core Topics

- Unique instruments
- Characteristic sound of the instrument
- Instrumentation of the orchestra
- Composers
- Concerto Grosso
- Ornamentation

#### Performance Skills

- Left hand technique: vibrato, shifting
- Right hand technique (bow stroke/articulation): detache, tone production
- Application of ornamentation: mordents, inverted mordents, trills, appoggiatura, grace notes, turns

### *Classical*

#### Core Topics

- Instrumentation of the orchestra
- Composers
- Compositional forms: Sonata, Rondo, Minuet
- Concertos
- Serenades and Divertimenti

#### Performance Skills

- Left hand technique: vibrato, shifting
- Right hand technique (bow stroke/articulation): spicatto, brush stroke, martele, tone production

### *Romantic*

#### Core Topics

- Instrumentation of the orchestra
- Concerti
- Orchestral Masses/Requiem
- Composers
- Compositional Forms: Rhapsodies, String Symphonies and Serenades
- Virtuostic string techniques: cadenzas, harmonics, fingered harmonics, double stops, chords, flying spicatto, up bow staccato, glissando

#### Performance Skills

- Virtuostic string techniques: cadenzas, harmonics, double stops, chords, glissando

### *Modern*

#### Core Topics

- Composers
- Performance techniques
- Styles may include but not limited to: Jazz, Folk, 20<sup>th</sup> Century, Contemporary, Dances, Broadway
- Added rhythmic and harmonic complexities

**Performance Skills**

- Performance techniques

## High School Orchestra Skill Level Objectives

This skill level is the most advanced level students can achieve in our program.

### Skill Level VI

Defines objectives for all students completed their fourth year in the orchestral program.

#### 1. TONE QUALITY

Students will:

- vary vibrato speed and width
- maintain given dynamic levels with varied bow speeds
- changes tone quality and dynamic levels by varying bow speed, weight, and placement

#### 2. RHYTHM and BOWING

Students will:

- demonstrate:
  - rapid string crossings with slurs
  - spiccato at the middle and lower half of the bow using various weights
- explore:
  - sautille
  - ricochet
- play appropriate bowing styles for different periods
- refine:
  - double stops
  - triple stops (chords)

#### 3. MUSIC READING

Students will:

- violin read 8va
- bass read treble clef
- sight read more complex rhythms

## Summary Tasks for Chamber Orchestra Objectives

### Summary Objective 1

Students will be able to:

- play their instrument at Fairfield Skill Level VI demonstrating mastery of identified skills and techniques through varied string repertoire.

### **Music Standards**

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Students will perform in small ensembles with one student on a part.

### **Task**

Performance Assessment

### Summary Objective 2

Students will be able to:

- evaluate their ensemble skills in rehearsal and performance and demonstrate independent rehearsal skills.

### **Music Standards**

#### *Evaluation*

**Students will evaluate music and music performances.**

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Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

### **Task**

Evaluation Assessment

### Summary Objectives 3 and 4

Students will be able to:

- demonstrate mastery of musical understanding and interpretation in relation to the repertoire units of study.
- listen to, analyze, and describe both live and recorded performances, and write critical analyses using music terminology.



## **Music Standards**

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**Students will play, alone and with others, a varied repertoire of instrumental music.**

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### ***Analysis***

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### **Tasks**

Performance and Analysis Assessment

### **Summary Objective 5**

Students will be able to:

- perform in numerous concerts and venues.

### **Task**

Participation Assessment