

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

**CONCERT ORCHESTRA
AND
SYMPHONIC ORCHESTRA**

Board of Education Approved 04/24/2007

Concert Orchestra and Symphonic 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 believe that music students in Fairfield's high schools will develop an appreciation of music and be able to intelligently express their opinions, as well as become educated consumers of music. All of our students will have opportunities to increase their musical skill levels including creating, performing, and responding. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities.

Through daily ensemble rehearsal and weekly lessons students will actively participate in analyzing and listening to a wide variety of music. Through out the year students will perform in formal and informal settings demonstrating their increased abilities and technical advances on their instrument. Improvisation and composition will provide students an opportunity to create and express their own musical ideas. The skills acquired in orchestra go beyond that of playing an instrument. They develop life skills such as problem solving, critical thinking, teamwork, leadership and self-discipline.

Audience

9th - 12th Grade Orchestra Students

Prerequisite

Successful completion of the prior year's orchestra ensemble requirements, or audition.

Design and Description

2 credits

Concert Orchestra and Symphonic Orchestra meet once daily and include one lesson per week. This lesson will take place during the school day with the orchestra director or qualified lesson instructor in groups no larger than three students. Students may choose to fulfill their lesson requirement by taking weekly private lessons with a qualified teacher outside of school. Students who participate in lessons out of school are required to have their private teacher complete the private lesson evaluation form regularly and return it to their ensemble director.

The courses are offered to all string students who desire training in instrumental techniques, ensemble playing and music reading. Selected members of the Band will be added to complete the instrumentation. Participation in all scheduled rehearsals and performances is required. Adherence to the departmental Code of Ethics and the performance dress code is required. (See Appendix)

Orchestra ensembles at the high school are structured around the following categories that guide instruction:

- I. All students in the Orchestra program progress through Skill Levels. These skill levels are a continuation of the middle school curriculum. Most students in the

orchestra program will complete Skill Level IV in middle school orchestra. They will complete Skill Levels V and VI in four years of high school orchestra.

- II. All students in the Fairfield orchestra program progress through a Repertoire Cycle. This is a four-year cycle where students gain knowledge related specifically to the Repertoire they study and/or perform. Over four years students will study each of the “units” regardless of specific ensemble.
- III. All students in the Orchestra Ensemble program will also progress through a series of tasks designed to meet all of the state and national standards for 9-12 music.

Course Goals

- After four years of high school orchestra, students will successfully complete skill level VI objectives
- After four years of high school orchestra, students will have successfully completed all repertoire cycle topics.
- After four years of high school orchestra, students will have completed all eight summary tasks. These tasks include performing on their instrument, commenting on and evaluating their own musical performances, as well as other student’s performances using appropriate musical terminology, notating, composing, and improvising music.

Summary objectives apply to students who have completed Concert Orchestra and Symphonic Orchestra and are exiting 12th grade. They are addressed within the cumulative four years of the following repertoire cycle and skill levels V and VI. The summary tasks refer to these objectives by number. The summary tasks and assessments found in the separate Assessment Document will also refer to the objectives by number.

Summary Objectives

Students will be able to:

- perform with expression, characteristic tone and technical accuracy;
 - large and varied repertoire of orchestral literature with well-developed ensemble skills on a difficulty level of 5 on the NYSSMA scale.
 - solo literature on a difficulty level of 5 on the NYSSMA scale.
- improvise short melodies with characteristic tone in two different styles.
- compose, analyze and perform melodic and rhythmic works based on prescribed units of study.
- sight read music at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, and expression, both individually and within an ensemble.
- evaluate individual and ensemble performances in a written or oral report, using correct music terminology.
- describe the interrelationship between music, history, cultures and other academic and artistic disciplines in a written or oral report.
- classify the music they perform by genre or style, and by historical period in a written or oral report.

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.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

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.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

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.

Connections

Students will make connections between music, other disciplines and daily life.

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples.

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

History And Cultures

Students will understand music in relation to history and culture.

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

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

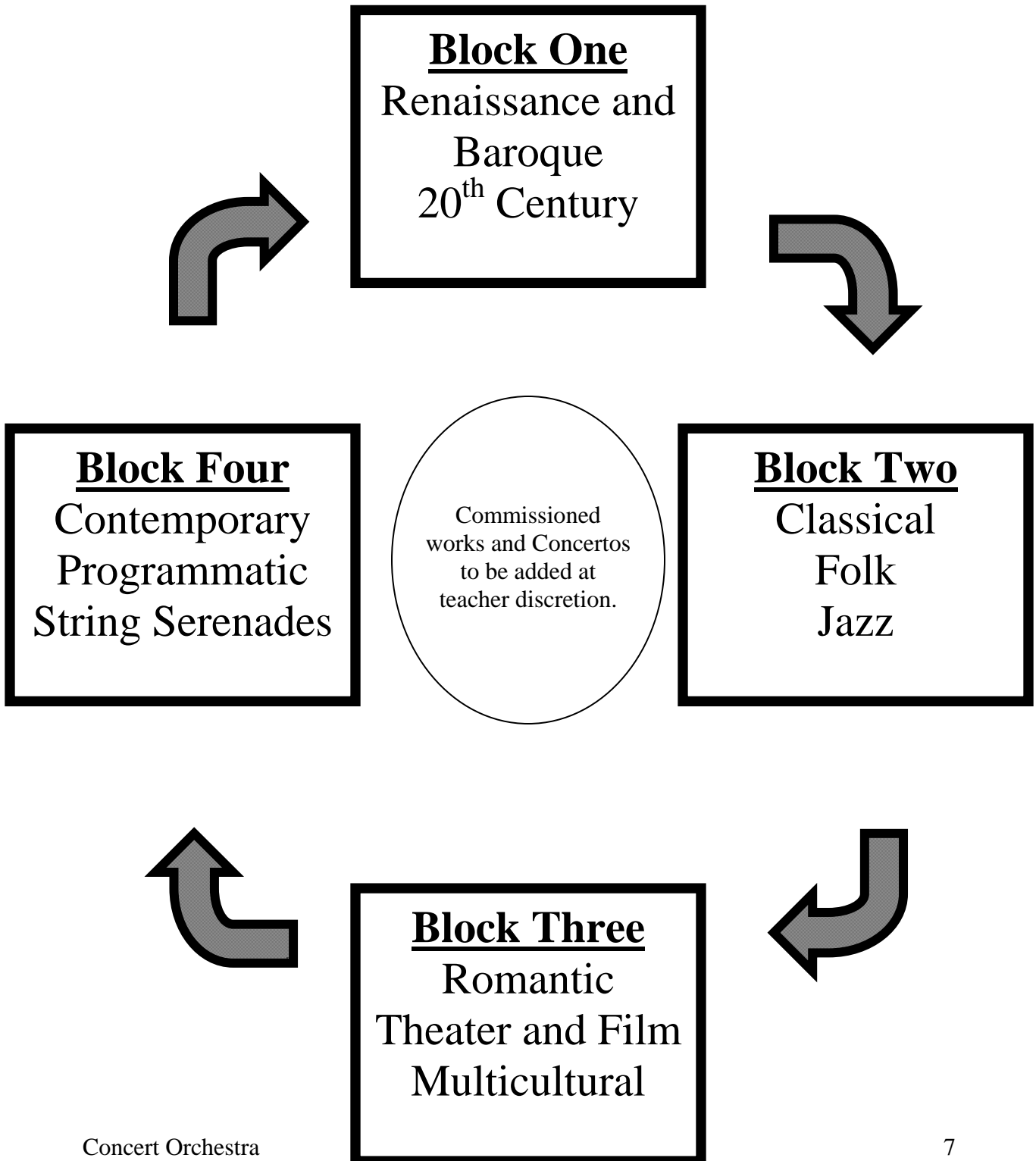
- Where on the timeline below does the music we studied fall?

Ancient	Medieval	Renaissance	Baroque	Classical	Romantic	Impressionistic	20 th Century	Contemporary
---------	----------	-------------	---------	-----------	----------	-----------------	--------------------------	--------------

- 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 cultural & historical influences are commonly evident in the written/performed music of this time period or genre?
- 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?

Fairfield Music Department Curriculum High School Orchestra Repertoire Cycle

Repertoire selected for each block will reflect the skill level represented in each ensemble: level V or level VI.



Repertoire Cycle

Core Topics

Renaissance/Baroque

- The physical characteristics of the string instrument and bow in the Baroque/Renaissance era
- Characteristic sound of the Renaissance/Baroque instrument
- The instrumentation of the orchestra in the R/B era?
- Left hand technique (vibrato, shifting)
- Right hand technique (bow stroke/articulation, tone production)
- Use of ornamentation
- Baroque composers of string music

20th Century

- Changes to the physical characteristics of the string instrument and bow in the 20th century
- Characteristic sound of the modern orchestra
- Added performance techniques in the 20th century
- Added rhythmic and harmonic complexities in the 20th century

Classical

- Instrumentation of the classical orchestra
- Composers of classical orchestral music
- Compositional forms in the classical era
- Spiccato bowing

Folk

- Folk music
- Modes used in folk music for strings
- String techniques used in the folk idiom
- Composers who used folk music in orchestral compositions
- String performers/arrangers of folk music

Jazz

- String techniques used in the jazz style
- String performers/arrangers of jazz music
- Swing eighth notes
- Arranging of chords in 12-bar blues

Romantic

- Instrumentation of the orchestra in the Romantic era
- Virtuostic string techniques of the Romantic era
- Concerti
- Romantic concerto specific to each instrument

Theater and Film

- Orchestral music's contribution to film
- The purpose of the pit orchestra in musical theater

Multicultural

- Multicultural music
- The use of music in different cultures (Rituals, celebrations, ceremonies)

DRAFT

11-06

- Unique string instruments in various cultures
- Unique string techniques in various cultures
- Multicultural string performers

Programmatic

- Programmatic music
- Programmatic composers and their music
- Examples of string techniques used for descriptive purposes

Contemporary

- Contemporary composers of orchestral music
- String performance techniques in contemporary compositions

String Serenades

- Composers of string serenades
- Form of a string serenade
- Difference between a string serenade and a symphony

High School Orchestra Skill Level Objectives

These Skill Levels are a continuation of the Middle School Orchestra Curriculum. Most students will enter high school having successfully completed Skill Level IV objectives.

Skill Level IV

(Coincides with the Middle School document)

Defines objectives in progress for a small number of students by the end of Grade 8.

Defines objectives in progress for most students entering Concert Orchestra.

Skill Level V

Defines objectives for most students while in their first and second year of the orchestral program.

1. TONE QUALITY

Students will:

- demonstrate increased use of vibrato
- continue to refine tone production with greater control of bow speed and distribution

2. RHYTHM and BOWING

Students will:

- demonstrate:
 - rapid string crossings with separate bow
 - spiccato with string crossings
 - sul tasto
 - ponticello
- begin to use appropriate bowings
- Explore:
 - double stops
 - triple stops (chords)

3. MUSIC READING

Students will:

- sight read music in simple and compound meters
- play music in mixed meters
- play syncopated rhythms
- read Viola treble clef
- read Cello tenor clef

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

DRAFT

11-06

- 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 Instrumental Curricular Objectives – Orchestra

Summary Objective 1

Students will be able to:

- perform with expression, characteristic tone and technical accuracy;
 - large and varied repertoire of orchestral literature with well-developed ensemble skills on a difficulty level of 5 on the NYSSMA scale.
 - solo literature on a difficulty level of 5 on the NYSSMA scale.

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.

Task

Performance Assessment

Summary Objective 2

Students will be able to:

- improvise short melodies with characteristic tone in two different styles.

Music Standards

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

Task

Improvisation Assessment

Summary Objective 3

Students will be able to:

- compose, analyze and perform melodic and rhythmic works based on prescribed units of study.

DRAFT

11-06

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.

Notation

Students will read and notate music.

Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

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.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Tasks

Notation, Composition, Analysis Assessment

Summary Objective 4

Students will be able to:

- sight read music at NYSSMA level 3 in tune, with characteristic tone, technical accuracy, and expression, both individually and within an ensemble.

Music Standards

Notation

Students will read and notate music.

Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Task

Sight-reading Assessment

Summary Objective 5

Students will be able to:

- evaluate individual and ensemble performances in a written or oral report, using correct music terminology.

Music Standards

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.

Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

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.

Task

Listening and Evaluation Assessment

Summary Objective 6

Students will be able to:

- describe the interrelationship between music, history, cultures and other academic and artistic disciplines in a written or oral report.

Music Standards

Connections

Students will make connections between music, other disciplines and daily life.

Students will explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples.

Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

DRAFT

11-06

History And Cultures

Students will understand music in relation to history and culture.

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Task

Connections and Identification Assessment

Summary Objective 7

Students will be able to:

- classify the music they perform by genre or style, and by historical period in a written or oral report.

Music Standards

History And Cultures

Students will understand music in relation to history and culture.

Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Task

Classification and Identification Assessment