

San Mateo Union High School District
Course of Study

Chamber Orchestra

Course Description

UC/CSU "a-g" Subject Area: Visual and Performing Arts

Grade Level: 9-12

Credits: 10 units (repeatable for credit)

Pre-Requisites: Previous experience on a string orchestra instrument, Consent of Instructor.

Course Description

The Chamber Orchestra is the advanced ensemble in the SMUHSD Strings Program. To participate, students must have completed String Orchestra or received instructor permission to enroll. They perform Grade 3-5 literature from various eras of musical history including: Medieval, Renaissance, Baroque, Classical, Romantic, Neo-Classical, Twentieth Century and Contemporary, including non-Western musical traditions. While learning the techniques of rehearsal and performance, the students analyze compositional elements in cultural and historical context, gaining a deeper aesthetic understanding of music. The performance schedule will require a considerable time commitment outside the regular school day including festivals, community performances and tours. This course is aligned with the *California Content Standards for the Music-Grades 9-12 Advanced*.

Course Purpose: Goals and Student Outcomes

Students will:

Standards Addressed:

Recognize, notate, identify and analyze essential elements of music using appropriate skills and terminology.	1.0 Artistic Perception 2.0 Creative Expression
Synthesize and apply learned skills and knowledge in performing a varied repertoire of music. They compose, arrange and improvise music using state-of-the-art technology when appropriate.	2.0 Creative Expression

Demonstrate knowledge and understanding of music from a variety of cultures and historical contexts. They analyze the role of music in past and present cultures throughout the world.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Critically assess, respond to, and find meaning in the aesthetic dimensions of a musical work using language unique to music.	1.0 Artistic Perception 3.0 Historical and Cultural Context 4.0 Aesthetic Valuing
Apply what they learn in music across the curricula through written and oral expression. They learn about careers in and related to music.	1.0 Artistic Perception 5.0 Connections, Relationships, Applications
Develop and apply habits and behaviors appropriate in individual and group settings. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning.	5.0 Connections, Relationships, Applications
7. Perform advanced musical literature from various areas of musical history.	2.0 Creative Expression 3.0 Historical and Cultural Context
8. Demonstrate advanced rehearsal and performance techniques (e.g. proper posture, rehearsal etiquette, etc.).	2.0 Creative Expression
9. Reflect upon and assess the characteristics and merits of outside community musical performances.	1.0 Artistic Perception 4.0 Aesthetic Valuing 5.0 Connections, Relationships, Applications
10. Know how to successfully prepare for and perform in auditions.	1.0 Artistic Perception 2.0 Creative Expression 5.0 Connections, Relationships, Applications

Course Outline

Fall Semester Outline

Review of the Elements of Music

California Content Standards for the Visual Arts Grades 9-12 Advanced

Artistic Perception (1.4, 1.5, 1.6)

5.0 Connections, Relationships, Applications (5.1)

1. Melody
2. Harmony
3. Texture
4. Timbre
5. Form
6. Dynamics
7. Tempo
8. Rhythm
9. Aesthetics

Review of Fundamentals of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced

2.0 Creative Expression (2.4, 2.5)

Posture

Hand Positions

Tone and vibrato

Intonation studies

Balance and Blend

Articulations

Phrasing

Bowings

C. Intermediate Techniques of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced

1.0 Artistic Perception (1.3, 1.5)

2.0 Creative Expression (2.4, 2.5)

Balance and Blend

Advanced Phrasing

Musical Sensitivity

Musical Expression

Interpretation

Sight Reading

Shifting and advanced position studies

Left and right-hand technique development

Rehearsal Procedure and etiquette

D. Review of Fundamentals of Music Theory

California Content Standards for the Visual Arts Grades 9-12 Advanced:

1.0 Artistic Perception (1.1, 1.4, 1.5)

3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.6)

4.0 Aesthetic Valuing (4.1)

Reinforcement of rhythm and rhythmic patterns

Meter

Key Signatures

Scales and Triads

Vocabulary

Analysis of musical elements that contribute to different musical styles and genres.

Analysis of musical elements that contribute to various aesthetic dimensions in selected works, evaluating how a composer's intentions result in a work of music and how that music is used.

E. Performance Review

Content Standards for the Visual Arts Grades 9-12 Advanced

- 1.0 Artistic Perception (1.4, 1.5, 1.6)
- Creative Expression (2.4, 2.5)
- 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)
- 5.0 Connections, Relationships, Applications (5.1)
 - Live and/or recorded musical performances from a variety of genres
 - 1. Reflection on the musical elements used in the pieces, comparing works from different cultures and time periods.
 - 2. Assessment
 - 3. Performance of selected pieces from specific cultures with an explanation of how and why people in those cultures respond to the selected musical work.

F. Fall Concert

California Content Standards for the Visual Arts Grades 9-12 Advanced:

- Artistic Perception (1.1, 1.2)
- Creative Expression (2.4, 2.5)
- Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Fall Concert which is a cumulative application of content studied during the fall semester performing multiple pieces from different historic periods and cultures.

Spring Semester Outline

G. Advanced Techniques of Ensemble Playing

California Content Standards for the Visual Arts Grades 9-12 Advanced:

- 1.0 Artistic Perception (1.2, 1.3, 1.5)
- 2.0 Creative Expression (2.4, 2.5, 2.9, 2.10)
- 3.0 Historical and Cultural Context (3.1, 3.3)
- 5.0 Connections, Relationships, Applications (5.1)

- 1. Balance/Blend
- 2. Advanced Phrasing
- 3. Musical Sensitivity
- 4. Musical Expression
- 5. Interpretation
- 6. Sight-Reading
- 7. Transposition
- 8. Improvisation
- 9. Advance Bowing Techniques
- 10. Advanced Shifting and Left-hand Techniques

Students will develop great skills using the musical elements to express thoughts and emotions and the notation skills to read and write musical compositions. Students will also learn about ways that music has been used throughout history to unite communities, inspire action, and convey

important ideas.

H. Advanced Techniques of Music Theory

California Content Standards for the Visual Arts Grades 9-12 Advanced:

- 1.0 Artistic Perception (1.1, 1.4, 1.5, 1.6)
- 2.0 Creative Expression (2.4, 2.6, 2.7, 2.8)
- 3.0 Historical and Cultural Context (3.1, 3.3, 3.4, 3.5)
- 4.0 Aesthetic Valuing (4.1, 4.3, 4.4)

- 1. Musical Styles—compare and contrast musical genres, techniques, and instruments from Europe, Asia, Latin America, Africa, the Middle East, and island nations, and how they evolve as musicians incorporate foreign styles into their native music
- 2. Form
- 3. Extended Harmony
- 4. Dictation
- 5. Composition Assignment

I. Historical, Cultural and Aesthetic Dimensions in Music

California Content Standards for the Visual Arts Grades 9-12 Advanced:

- 3.0 Historical and Cultural Context (3.2, 3.6, 3.7, 3.8)
- 4.0 Aesthetic Perception (4.2, 4.3)

Students will reflect both verbally and in writing on the historical, cultural and aesthetic dimensions of selected pieces using the appropriate musical terminology:

Discuss the importance of a composer in light of the time/culture/historical events in which s/he lived, focusing on the contribution of the composer to the time period instead of how history impacted the composer.

Analyze music genres/styles that show influence/synthesis of different cultural traditions
Analyze a composer's use of musical elements and how they evoke emotional responses

Discuss the evolution of musical styles as we look at the development of musical instruments over time, the impact of cultural and historic changes, and technology on the creation and distribution of music.

Identify and analyze the emotional responses elicited from a musical work

Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures

Identify, describe and relate the aesthetic dimensions of musical works in various ways

J. Performance Review

California Content Standards for the Visual Arts Grades 9-12 Advanced:

- 1.0 Artistic Perception (1.4, 1.5, 1.6)
- 2.0 Creative Expression (2.4, 2.5)
- 3.0 Historical and Cultural Context (3.1, 3.2, 3.3, 3.5)
- 4.0 Aesthetic Valuing (4.1, 4.2, 4.3, 4.4)
- 5.0 Connections, Relationships, Applications (5.1)

Live and/or recorded musical performances

- 1. Reflection
- 2. Assessment
- 3. Students will perform as soloists and in small ensembles

demonstrating the different musical approaches required of each, and will compare and contrast to performing with a larger ensemble.

K. Spring Concert

California Content Standards for the Visual Arts Grades 9-12 Advanced:

Artistic Perception (1.1, 1.2)

Creative Expression (2.4, 2.5)

Historical and Cultural Context (3.4)

Final Performance

Preparation for and participation in the Spring Concert which is a cumulative application of content studied during the spring semester performing multiple pieces from different historic periods and cultures.

IV. Key Assignments

Individual Performance Tests

Students will perform as soloists and be assessed using the SMUHSD Individual Performance rubric (attached)

Music Journal Prompts

Students will write responses to various standards-based questions in a music journal that will include lecture and music theory notes.

Aesthetics in Music Project

Students will complete an art project that is based on a particular piece of music of their choice and relate the aesthetic dimensions of that piece in unique, creative ways using various media in art and literature. (rubric attached)

Composition Assignment

Students will be given the parameters to compose a short piece that demonstrates their grasp of music theory. (rubric attached)

Fall and Spring Concerts

Students will demonstrate application of cumulative study through both semesters by performing music of various historical and cultural contexts for a live audience. They will perform using proper playing techniques while being expressive and creative. Students will perform as both musicians and conductors who must respond instantly to changes of volume, speed, and acoustics during the performance.

Orchestra Festival

Students will perform at an Orchestra Festival and will be evaluated by three adjudicators not affiliated with the district who will give feedback and offer musical solutions to continually develop the band's growth. Students will also have the opportunity to listen to many other groups performing at various levels and will assess what they hear.

V. Instructional Methods and/or Strategies

Most instruction is delivered via musical rehearsals; through conducting, aural examination, and discussion. Additional instruction is delivered through conventional instructional materials and teaching strategies:

- A. Lectures and demonstrations
- B. PowerPoint or slide presentations
- C. Instructional videos
- D. Guest performers and clinicians
- E. Peer instruction
- F. Sectionals

VI. Assessment Methods and/or Tools

Student progress will be assessed using various assessment methods:

- A. District Music Individual Performance Rubric (attached)
- B. In-class and recorded playing tests
- C. Peer reviews
- D. Self-reflections
- E. Group critiques
- F. Theory Quizzes

Textbook(s) and Supplemental Instructional Materials

Music!: Its Role and Importance in Our Lives *Macmillan/McGraw-Hill*

Essentials of Music Theory *Alfred Publishing Co., Inc.*

Advanced Techniques for Strings and Winds *Hal Leonard Publishing*

Teaching the Music of Six Different Cultures *World Music Press*

Multicultural Perspectives in Music Education *Music Educator's National Conference*

Aesthetics: Dimensions for Music Education *National Education Association*