

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Middle Level Orchestra

Course Number: 00833

COURSE DESCRIPTION: Middle Level Orchestra is a course in intermediate instrumental music techniques that meets one period each day. The course is open to all students in grades 6-8 who have level appropriate performance skills on an instrument (string, brass, woodwind, or percussion) and have a desire to improve these skills both individually and in an ensemble setting. The string instruments will meet five times a week and the brass, woodwinds, and percussion will be added two of those five days. In smaller programs, the 6th, 7th, and 8th grade students will be combined with the senior high school orchestra. Individual or group lessons may be included as a part of this planned course and could be considered a requirement for participation in this course. The Middle Level Orchestra will present two mandatory concert performances each year.

Suggested Educational Level(s): 6th-8th Grade

Suggested Periods per Week: 5 **Length of Period:** 40 min.

Suggested Length Of Course: one year

Units of Credit (If Appropriate): 1.0

Date Written: 4/12/04

Date Approved: November 8, 2004

Date Reviewed: 2003-2004

Implementation Year: 2005-2006

Teacher Certification Required: Music Education Certification

Relationship to Other Planned Instruction: Some standards may be addressed through consultation between the music arts specialist and other subject teachers. Music integrated activities are essential components to understanding and using components in the math, social studies, language arts and technology curricula.

Prerequisites: None

Special Requirements: Concerts are mandatory and will be part of the course grade

Required/Approved Textbooks and Materials: Materials to be selected from music libraries and through the purchase of new pieces. Individuals will work on selected etudes and technical studies that are specific to the instrument on recommendation by the director.

The following standards are addressed as they occur within the context of this music curriculum.

9.1 Productions and Performance

9.2 Historical and cultural content

9.3 Critical response

9.4 Aesthetic response

Standards addressed:

- 9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise
- 9.1.8 D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
- 9.1.8 E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.8 G Analyze the effect of rehearsal and practice sessions.
- 9.1.8 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- 9.1.8 I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.2.8 D Analyze a work of art from its historical and cultural perspective.
- 9.2.8 E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.3.8 A Explain and apply the critical examination processes of works in the arts and humanities.

- A 9.3.8 C Apply system of classification for interpreting works in the arts and forming a critical response.
- 9.3.8 D Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.8 G Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
- 9.4.8 C Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional *Irish* dance at county fair versus the performance of *River Dance* in a concert hall).
- 9.4.8 D Analyze and interpret a philosophical position identified in works in the arts and humanities.

Outline of Content Sequence and Recommended Time:

Appropriate music will be selected yearly by the conductor and rehearsed as needed.

Specific Educational Objectives to Be Taught:

- 9.1.8 B To recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
Music: • sing • play an instrument • read and notate music • compose and arrange •improvise.
- 9.1.8 D To demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
- 9.1.8 E To delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.8 G To analyze the effect of rehearsal and practice sessions.
- 9.1.8 H To incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- 9.1.8 I To distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

- 9.2.8 D To analyze a work of art from its historical and cultural perspective.
- 9.2.8 E To analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.3.8 A To explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.8 C To apply systems of classification for interpreting works in the arts and forming a critical response.
- 9.3.8 D To analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
- 9.3.8 G To analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
- 9.4.8 C To compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional *Irish* dance at county fair versus the performance of *River Dance* in a concert hall).
- 9.4.8 D To analyze and interpret a philosophical position identified in works in the arts and humanities.

Formative Assessments:

Ongoing assessments of each student's independent instrumental ability within his/her part will be done in the ensemble setting and through classroom instruction.

9.1.8 B, D, G, 9.3.8 A – Students will be asked to perform a standardized series of scales and selections designed to evaluate their level of ability to perform.

Summative Assessments:

9.1.8 B, G and H – Assessment: Student will demonstrate the ability to play with strong tone production while blending and balancing with other parts.

9.1.8 B, D, G and H – Assessment: Students will demonstrate the ability to follow the conductor and read all aspects of the musical score.

9.2. D, E, and 9.3.8 D – Assessment: Students will address the cultural and historical backgrounds of the works of music studied.

9.1.8 B, G, I – Assessment: Students will demonstrate the ability to perform with proper stage presence with pride and enthusiasm.

9.1.8 I, 9.3.8 G, 9.4.8 C, and D – Assessment: Through attendance at performances of other performing groups and participation in festivals or competitions, students will evaluate and analyze performances of themselves and others.

9.1.8 B, D, G, and 9.3.8 C – Assessment: Students will participate in concerts performing various styles of music. Students will perform at lessons for the director and/or peers.

9.1.8 B, D, and H – Assessment: Students demonstrate the use of correct physical aspects of playing.

9.1.8 B, D, G and H – Assessment: Students will contribute to the performance as a team member in achieving balance and blend as a performing ensemble.

9.1.8 B, E, and 9.3.8 A – Assessment: Students will demonstrate knowledge of basic music theory through written evaluations.

Required/Approved Textbooks and Materials: Materials to be selected from music libraries and through the purchase of new pieces. Individuals will work on selected etudes and technical studies that are specific to the instrument on recommendation by the director.

Writing Team Members: Barb Kersey, Sue Ross, Ellen Johnson, Kathy Bowley, Diane Reese, and Mark Napolitan

Portfolio Assessment: ___ Yes ___X___ No

District-wide Final Examination Required: ___ Yes ___X___ No

Course Challenge Assessment: None

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ___ Yes ___X___ No
2. Does this course issue a mark/grade for the report card?
___X___ Yes ___ No
3. Does this course issue a Pass/Fail mark? ___ Yes ___X___ No

4. Is the course mark/grade part of the GPA calculation?

Yes No

5. Is the course eligible for Honor Roll calculation? Yes No

6. What is the academic weight of the course?

No weight/Noncredit Standard weight

Enhanced weight