

Blackhawk School District

CURRICULUM

Course Title:	Orchestra
Grade Level(s):	Grades 4-12
Periods Per Week:	1 individual or small group lesson 2 combined rehearsal
Length of Class:	30 minutes
Faculty Author(s):	Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Diane Hemphill
Date:	December 2007; Revised May '09

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

The orchestra program is designed to give students hands-on experience in playing a string instrument under the guidance of a string specialist. This is an optional pull-out program for the students. Instruments may be rented from one of the local music stores. A string demonstration is held during class time during the students' third grade school year. Lessons are provided in grades 4 – 8 and performance opportunities are provided. Orchestra rehearsals are scheduled by building. At the high school level, students will have opportunities to participate in PMEA District, Regional, and State orchestra festivals.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
<p>9.1 A Rhythm Grades 4 & 5: Demonstrate whole, half, quarter, eighth, sixteenth; and whole, half, quarter, eighth rests; dotted rhythms Grade 6: Demonstrate whole, half, quarter, eighth, sixteenth notes; and whole, half, quarter, eighth rests; duple meter; dotted rhythms Grade 7: Demonstrate whole, half, quarter, eighth, triplets, sixteenth notes, and whole, half, quarter, eighth rests; duple meter; combination rhythms; syncopation; dotted rhythms Grade 8-12: Demonstrate whole, half, quarter, eighth, triplets, sixteenth notes, and whole, half, quarter, eighth, sixteenth rests; duple and triple meter; combination rhythms; syncopation; dotted rhythms</p> <p>9.1 A Pitch Demonstrate ability to correspond written notation with specific instrument technique</p> <p>9.1 A Timbre Identify timbre in the context of an ensemble</p> <p>9.1 A & B Composition and Improvisation Improvise and perform rhythmic melodic fragments</p> <p>9.1 Form Identify and demonstrate the form within instrumental literature</p> <p>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context Perform music representing diverse genres, cultures, and historical periods</p> <p>9.1 Notation Grades 4-6: Recognize and notate rhythmic and melodic half, quarter, eighth, sixteenth notes, whole and dotted half notes; half, quarter, and eighth rests Grades 7-12: Recognize, perform, and notate rhythmically and melodically in duple and triple meter; quarter, eighth, half, sixteenth, triplet notes, whole and dotted half notes; half, quarter, and eighth rests; combination rhythms in duple and triple meter</p>	<p>Essential Elements 2000 Various string literature</p>

9.1G Rehearsal, Performance, Practice Etiquette

Understand and apply the function and expectations of rehearsals, performances and individual practice

9.1 C Vocabulary

Understand and apply music terminology found within literature

9.1.H Safety and Equipment

demonstrate proper use and care of instruments and materials

9.1 J.&K Technology

Incorporate technology as appropriate to the curriculum

9.3 A., B, & E., 9.1.F Critical Response

Critically respond to composer, music, and performances as appropriate(compare, contrast, evaluate, analyze, and interpret)

9.4 B & C Aesthetic Response

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble