

<b>DEPARTMENT: MUSIC</b>	<b>COURSE TITLE: SYMPHONIC ORCHESTRA</b> <b>COURSE NUMBER: 670</b>
<b>GRADE(S): 9-12</b>	<b>PRE-REQUISITES (IF ANY): AUDITION</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
<b>NOTE:</b> Due to the nature of this performance-based course, the curriculum is divided by content rather than by units.	Year	Participation	<ul style="list-style-type: none"> <li>• Focused engagement in rehearsals.</li> <li>• Attendance at concerts.</li> <li>• Maintaining the proper playing position.</li> <li>• Preparation of parts.</li> <li>• Develop skills for group participation such as patience, tolerance and an appreciation of the strengths of peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students in rehearsals.</li> <li>• Observations of students in concerts.</li> </ul>	<p>Creating and Performing: 1, 2</p> <p>Thinking and Responding: 4</p> <p>Connecting and Contributing: 5, 8</p>
	Year	Performance	<ul style="list-style-type: none"> <li>• Tune instrument aurally to a given pitch and by using an electronic tuner.</li> <li>• Demonstrate the ability to play in all major keys.</li> <li>• Demonstrate playing skills to perform up to grade five-six literature.</li> <li>• Demonstrate consistent control of dynamics, tempo changes, tonal qualities, various on and off string bowing techniques.</li> <li>• Demonstrate excellent rhythmic concepts and intonation.</li> <li>• Demonstrate the use of vibrato.</li> <li>• Demonstrate an ability to use the following positions fluently on all strings: violin and viola—first through fifth position, cello—first through thumb position, bass—half through six position.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students performing within the entire ensemble or within their instrumental section.</li> <li>• Evaluation of the execution of individual parts during concerts.</li> <li>• Evaluation of individual performances upon teacher's request.</li> <li>• Evaluation of concert recordings.</li> </ul>	<p>Creating and Performing: 1, 2</p> <p>Thinking and Responding: 3, 4</p> <p>Connecting and Contributing: 5, 6, 8</p>
	Year	Literature	<ul style="list-style-type: none"> <li>• Perform music up to the grade five-six level.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of concert programs.</li> </ul>	<p>Creating and Performing: 1, 2</p>

			<ul style="list-style-type: none"> <li>• Perform string orchestra and full orchestra music.</li> <li>• Perform music from various concert music periods: baroque, classical, romantic and contemporary.</li> <li>• Perform music of different cultures and styles were appropriate.</li> </ul>		<p>Thinking and Responding: 3, 4</p> <p>Connecting and Contributing: 5, 6, 8</p>
	Year	Musicianship	<ul style="list-style-type: none"> <li>• Recognize the music of various important composers.</li> <li>• Differentiate between the music of a variety of historical periods and styles.</li> <li>• Select and use appropriate bowings, articulations, accents, dynamics and tempi.</li> <li>• Identify various musical forms.</li> <li>• Shape a musical phrase.</li> <li>• Recognize aurally and visually modulations in music.</li> <li>• Respond to other ensemble musicians in regards to style and balance.</li> <li>• Listening and responding to the conductor's directions and applying them to the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students performing within the entire ensemble or within their instrumental section.</li> <li>• Evaluation of the execution of individual parts during concerts.</li> <li>• Evaluation of students' responses to classroom questions.</li> </ul>	<p>Creating and Performing: 1, 2</p> <p>Thinking and Responding: 3, 4</p> <p>Connecting and Contributing: 5, 6</p>
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