

STRINGS

LENGTH OF TIME: 1 year, 90 minutes every other day

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. Perform a variety of musical styles. (NMCS 2,5,8,9) (PA Std 9.1.b,d,e,f; 9.2.a,b; 9.3.a,b,c)
2. Analyze their performance as a class effort geared towards improvement. (NMCS 2,6) (PA Std 9.1.d,e,f,i; 9.2.a,b,c,d; 9.3.a,b)
3. Raise their technical ability. (NMCS 2,5,6,7) (PA Std 9.1.a,b,c; 9.3.a,b)
4. Demonstrate an acceptable level of sight-reading. (NMCS 3,4,5) (PA Std 9.1.a,b; 9.3.a)
5. Become increasingly more familiar with proper musical terminology. (NMCS 5,8,9) (PA Std 9.1.a,b,c; 9.3.d)
6. Participate in a variety of classroom activities. (NMCS 2,5,6,7,8) (9.1.a,b,d,e,f,g)
7. Further develop musicianship. (NMCS 2,5,7,8,9) (PA Std 9.1.a,b,c; 9.2.a,b,c,d; 9.3.a,b)
8. Further develop ensemble skills. (NMCS 1,5,6) (PA Std 9.1.a,b,c,g,h,i,j,k; 9.2.a,b,c,d)

NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (9-12)

* - indicates advanced level of achievement of standard

1. Singing, alone and with others, a varied repertoire of music
Students
 - a. sing with correct expression and technical accuracy (Level 4 Literature)
 - b. sing music in 4 parts
 - c. demonstrate well-developed ensemble skills
 - *d. sing with correct expression and technical accuracy (Level 5 Literature)
 - *e. sing music in more than 4 parts with and without accompaniment
 - *f. sing in small ensembles with one on a part
2. Performing on instruments, alone and with others, a varied repertoire of music
Students
 - a. perform with correct expression and technical accuracy (Level 4 Literature)
 - b. demonstrate well-developed ensemble skills
 - c. perform in ensemble with one on a part
 - *d. perform with correct expression and technical accuracy (Level 5 Literature)
3. Improvising melodies, variations, and accompaniments
Students
 - a. improvise stylistically appropriate harmonizing parts
 - b. improvise rhythmic/melodic variations on pentatonic melodies and melodies in major and minor keys

- c. improvise original melodies over given chord progression
 - *d. improvise stylistically appropriate harmonizing parts in variety of styles
 - *e. improvise original melodies over given chord progression in variety of styles
4. Composing and arranging music within specified guidelines
- Students
- a. compose music in several distinct styles demonstrating creativity in achieving expressive effects
 - b. arrange piece for different instrumentation or voice parts; preserve or enhance original expressive effect
 - c. compose/arrange for voices, acoustic and electronic instruments demonstrating knowledge of ranges and traditional usages of sound sources
 - *d. compose music demonstrating imagination and technical skill in applying principles of composition.
5. Reading and notating music
- Students
- a. demonstrate ability to read instrumental or vocal score up to 4 staves
 - b. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 3 Literature)
 - *c. demonstrate ability to read full instrumental or vocal score; explain transpositions and clefs
 - *d. interpret non-standard notation used in 20th century compositions
 - *e. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 4 Literature)
6. Listening to, analyzing, and describing music
- Students
- a. analyze the uses of elements of music and expressive devices in music of different genres and cultures (presented aurally)
 - b. demonstrate extensive knowledge of technical vocabulary of music
 - c. identify and explain compositional devices/techniques used to provide unity/variety and tension/release in a musical composition; give examples of other works that use similar devices/techniques
 - *d. demonstrate ability to perceive and remember musical events in an aural example by describing significant events in detail
 - *e. compare use of musical materials between given example and other work of same style/genre
 - *f. analyze/describe elements of music that make a work unique, interesting, and expressive
7. Evaluating music and music performances
- Students
- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of musical events and then apply to personal participation in music
 - b. evaluate musical event by comparing to similar or exemplary model
 - *c. evaluate musical event in terms of aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Understanding relationships between music, the other arts, and disciplines outside the arts

Students

- a. explain similar and distinct use of artistic process, organizational principles, and characteristic elements in various arts (cite examples)
- b. compare characteristics of 2 or more arts within historical period or style (cite examples from various cultures)
- c. explain the ways in which principles and subject matter of other disciplines are interrelated to those of music
- *d. compare the use of artistic process, organizational principles, and characteristic elements in various arts in different historical periods and in different cultures
- *e. compare/contrast role of creators/performers/those involved in production and presentation in various arts

9. Understanding music in relation to history and culture

Students

- a. using unfamiliar, but representative aural musical examples - classify by genre, style, historical period or culture; explain reasoning behind classification
- b. using American music - identify genre, trace evolution of genre, and cite well-known musicians associated with genre
- c. identify variety of roles performed by musicians, cite examples of specific musicians, describe their activities and achievements
- *d. identify/explain stylistic features of work that define aesthetic tradition and historical/cultural context
- *e. identify/describe music genres/styles that show influence of 2 or more cultural traditions; identify cultural source of each influence and trace historical condition that produced synthesis of influences

RELATED PA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES

9.1 Production, Performance & Exhibition of Dance, Music, Theatre and Visual Arts

- A. Elements and principles in each art form
- B. Demonstration of dance, music, theatre and visual arts
- C. Vocabulary within each art form
- D. Styles in production, performance and exhibition
- E. Themes in art forms
- F. Historical and cultural production, performance and exhibition
- G. Function and analysis of rehearsals and practice sessions
- H. Safety issues in the arts
- I. Community performance and exhibitions
- J. Technologies in the arts
- K. Technologies in the humanities

9.2 Historical and Cultural Contexts

- A. Context of works in the arts
- B. Chronology of works in the arts
- C. Styles and genre in the arts
- D. Historical and cultural perspectives

- 9.3 Critical Response
- A. Critical processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for criticism

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Successful public performance on each selected musical piece of various musical styles. (Course Standard 1, 7)
2. Teacher observation and student evaluation of class and individual performance. (Course Standard 2)
3. Test their understanding of terminology through evaluation of their performance. (Course Standard 4, 5)
4. Attendance of all class events will determine the student's participation. (Course Standard 6, 8)
5. Teacher observation of student's emotional responses to the selected music. (Course Standard 7)
6. Teacher observation and test of student's accomplishments. (Course Standard 3)

DESCRIPTION OF COURSE:

This course is an elective for students who play orchestral string instruments.

Opportunities will be given for small ensembles such as duets, trios, and quartets, with an emphasis in developing musical as well as technical skills.

Music is selected from various periods in music history, including contemporary works with special attention given to the artistic and educational value of the compositions.

Performances include the winter and spring concerts. Opportunities are given to the more advanced performer for participation in the Broadway Musical Orchestra, accompanying the choir and/or concert solos. Repeatable for credit.

TITLES OF UNITS:

These units are all on-going depending on the theme selected for concerts and/or yearly emphasis.

1. String literature
2. Intonation
3. Individual growth
4. Sight-read
5. Terminology
6. Performance
7. Aesthetic value
8. Warm-ups
9. Full orchestra literature

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Select and perform a variety of the orchestral literature.
2. Listening to the following:
 - a. each member individually
 - b. each member in various combinations
 - c. professional recordings
 - d. other student performances
 - e. tape recordings of the class
3. Carefully develop an individual practice plan for each student
4. Students will sight-read on a regular basis. Their increased abilities will enable the student to sight-read more effectively.
5. Proper musical terms will be used and constantly repeated.
6. Active participation in all classroom events will form a continuity bond which will improve performance.
7. Emotional quality and style of each piece will be presented and discussed.
8. Each class will begin with a warm-up of scales and possibly some exercises in bowing or sight-reading.

MATERIALS:

1. Treasury of Scales
2. Hrimaly Scale Method
3. Wohlfahrt Exercise Book
4. Selected Orchestral Literature
5. Stereo
6. Pre-recorded examples

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Class rehearsals
2. Full group rehearsals
3. Peer-teaching
4. Festival adjudicators
5. Lectures
6. Concerts
7. Theory
8. Guest lecturers

PORTFOLIO DEVELOPMENT:

1. Resume
2. Journal of critiques, performances, and future semester goals
3. Theory levels
4. Tape
5. Student reflection/assessment sheets

METHODS OF EVALUATION:

Students will demonstrate mastery of these objectives through performance and knowledge of content matter (identifiable through testing).

INTEGRATED ACTIVITIES:

1. Problem Solving
 - identify and demonstrate form and style in music
 - transposition skills
 - independently maintain and care for instrument and portfolio
2. Communication Tools and Techniques
 - interpretation of various musical styles
 - expressing themselves through music
3. Information Tools and Techniques
 - music reading
 - theory levels
 - vocal or instrumental technique
4. Learning and Self Management Tools and Techniques
 - performance skills
 - phrasing
 - sight-reading
 - practicing skills
5. Tools and Techniques for Working with Others
 - ensemble practice
 - blending and balancing performance with the group

PALISADES HIGH SCHOOL MUSIC DEPARTMENT
Grades 9-12 Music Department Scoring Device (Rubric)

	Novice	Proficient	Distinguished
NOTES	<ul style="list-style-type: none"> - many incorrect notes - many note reading errors - no attention to key signature 	<ul style="list-style-type: none"> -most notes are correct -note reading is accurate in one clef. - understands the role of the key signature- minimal help 	<ul style="list-style-type: none"> - notes are always correct - note reading is consistently accurate in one clef. - key signatures are accurate and used consistently
RHYTHM	<ul style="list-style-type: none"> - tempo is inconsistent and inaccurate - no attention to time signature and meter - basic note and rest values can be inaccurate and inconsistent 	<ul style="list-style-type: none"> - tempo is consistent and mostly accurate - understands time signature and meter but needs prompting - basic note and rest values are understood and mostly accurate 	<ul style="list-style-type: none"> - tempo is always accurate - time signature and meter is consistent and accurate - basic note and rest values are always accurate
TONE	<ul style="list-style-type: none"> - notes are incorrectly execute (breathing/bowing technique) 	<ul style="list-style-type: none"> - notes and usually correctly executed and understood 	<ul style="list-style-type: none"> - notes are always correctly executed with proper breathing/bowing technique
PRODUCTION	<ul style="list-style-type: none"> - no attention to articulation 	<ul style="list-style-type: none"> - various articulation attempted 	<ul style="list-style-type: none"> - proper articulation is almost always present
MUSICALITY	<ul style="list-style-type: none"> - very little dynamic variation is attempted. - very little attention to phrasing and/or breathe control - lacks understanding of style (legato, staccato, accent) - student is not comfortable in performance materials 	<ul style="list-style-type: none"> - dynamics are understood and attempted. - proper phrasing and breath control are understood and achieved with little prompting - consistent attention paid to style (legato, staccato, accent) - student participates in group performances 	<ul style="list-style-type: none"> - dynamic variation is consistent and accurate. - consistent attention is paid to proper phrasing and breathe control - consistently accurate style is displayed (legato, staccato, accent) - student will demonstrate to others the performance materials
POSTURE	<ul style="list-style-type: none"> - incorrect posture inhibits proper performance 	<ul style="list-style-type: none"> - posture is correct/consistent 	<ul style="list-style-type: none"> - posture is exemplary and student is used as a role model

PALISADES HIGH SCHOOL MUSIC DEPARTMENT
Grades 9-12 Music Department Scoring Device (Rubric)

PALISADES HIGH SCHOOL
MUSIC ASSESSMENT

Student Name

Title of composition

Use the Music Department Rubric to determine a rating for each category.

N= Novice P= proficient D= distinguished

Student rating

teacher rating

Notes- errors and key signature

Rhythm- steady beat, accurate meter

Tone- proper articulation, clear and focused

Musicality- dynamics, phrasing

Posture- proper and consistent

Additional Student Comments:

Additional Teacher Comments: