Orchestra - JH Non Varsity



Course Overview

Unit Title	Unit Summary
CHAMPS for Orchestra	In this unit, the students will be introduced to the orchestra handbook, classroom procedures, policies and routines. They will learn the appropriate ways to have Conversations during activities, get Help during class, what the daily Activity is, appropriate classroom Movement, active Participation, and what Success looks like in Orchestra.
Posture	In this unit, the students will review/learn how to put on a shoulder rest/extend the endpin, where to sit correctly on their chair, how to sit up straight, how to correctly hold their instrument with correct instrument and hand placements, correct pizzicato placement, and correct formal and informal rest positions.
Technique	This unit covers: bow hand technique, tone quality using different bow techniques and bow lanes, intonation adjustment, shifting practice and notations for shifting within music, cello extensions, bow techniques including slurs, hooked bows and staccato, vibrato, natural harmonics and half position.
Music Theory	This unit covers a review of reading and performing music and all notations including Time Signatures, Key Signatures, "Road Maps" (DS, al Coda, DC, 1st & 2nd endings etc.), Dynamics, Rhythms, music forms, tempo markings, and accents/sforzandos. It also teaches students how to compose basic rhythmic and melodic phrases using guidelines.
Ensemble Techniques	This unit covers choosing appropriate music for the ensemble's ability and curricular goals. The students will learn and practice performing with their ensemble on concert music and sight reading with an understanding of matching: intonation, cross-tuning and listening, dynamics, style, tone quality, and matching bowings/placement. They will also practice identifying and evaluating criteria for ensemble success.
Sight Reading	In this unit students will learn how to be successful sight readers by learning how to quickly identify signatures, tempo, accidentals, rhythms, style etc. They will also learn how to clap and count the piece of music out loud, and how to play through the entire piece without stopping all while staying with their ensemble. Students will practice identifying places in the music to add phrasing, and they will also be able to identify the melody and harmony.
Region Audition Process	This unit covers the teaching of the region audition process and includes:

	independently using a tuner, active listening at the audition for instructions and excerpt markings, and remembering to bring all needed equipment with them to the audition. Students will also learn techniques to practice random excerpts correctly within the audition music.
Placement Preparation	This unit helps prepare students for auditions, specifically for their school orchestra placements. They will learn/review: how to sight read, their required scales, how to record and upload videos, demonstrating finger patterns, and correctly performing the required musical excerpts.
Solo and Ensemble	In this unit, students will learn how to successfully perform at the solo and ensemble contest. They will learn/practice: independently using a tuner, numbering their measures, what equipment they will need the day of, how to cue an accompanist or an ensemble, how to perform their specific music successfully, how to hire/schedule time with their accompanist and review their ensemble techniques.

Standards for CHAMPS for Orchestra

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (E)describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (4)Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
  - (C)identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

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Standards for Posture

Texas Essential Knowledge and Skills (TEKS)

- (1)The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
    - (E)describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
    - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
    - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;

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Standards for Technique

Texas Essential Knowledge and Skills (TEKS)

- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;

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Standards for Music Theory

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (B) demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;
  - (D)interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and
- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and
  - (G) create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.

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Standards for Ensemble Techniques

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) compare and contrast exemplary musical examples using technology and available live performances;
- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.
- (4)Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
  - (A)perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage;
  - (B) examine written and aurally presented music representative of diverse genres, styles, periods, and cultures.
  - (C)identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
  - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:

- (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
- (B) apply criteria for listening to and evaluating musical performances;
- (C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
- (D) identify and apply criteria for evaluating personal performances;
- (E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
- (F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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Standards for Sight Reading

Texas Essential Knowledge and Skills (TEKS)

- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (B) apply criteria for listening to and evaluating musical performances;
  - (C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;

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Standards for Region Audition Process

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.

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Standards for Placement Preparation

Texas Essential Knowledge and Skills (TEKS)

- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.

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Standards for Solo and Ensemble

Texas Essential Knowledge and Skills (TEKS)

- (2)Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
  - (F) interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
  - (C) demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;
  - (D) identify and apply criteria for evaluating personal performances;

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