

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**HIGH SCHOOL ORCHESTRA**

**GRADES 9 - 12**

Date of Board Approval: **September 21, 2006**

CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE

Title of Course: High School Orchestra Subject Area: Music Grade Level: 9-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 days per week

Prerequisites: Ability to play an orchestral string instrument Credit: 1 Level: Intermediate to Advanced

**Course Description/Objectives:** Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

**Major Text(s)/Resources:** None

**Curriculum Writing Committee:**

Krista Kriel David Rohrer

<b>Strand: 9.1 Production, Performance &amp; Exhibition of Music</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>Perform by memory two octave scales up to four sharps and four flats.</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing tests</li> <li>Listening tests or quizzes</li> </ul>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>Perform by memory moving 3rds of each required two octave scale.</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing tests</li> <li>Listening tests or quizzes</li> </ul>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>Understand and perform rhythms up to sixteenth note divisions, cut-time and triplets.</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing tests</li> <li>Listening tests or quizzes</li> </ul>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>Explain and perform simple and compound meter.</li> </ul>	<ul style="list-style-type: none"> <li>Individual playing tests</li> <li>Listening tests or quizzes</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> <li>Perform with acceptable tone quality and intonation at various dynamic levels, tempos and legato/staccato styles.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group playing tests</li> <li>Teacher observation</li> <li>Public performance</li> <li>Classroom activities</li> </ul>	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> <li>• Demonstrate correct posture, playing position, ready position and rest position.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing tests</li> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> <li>• Properly care for and maintain the musical instrument.</li> <li>• Properly tune instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing tests</li> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> <li>• Play in positions I and III for violins/violas and in the first four positions for cellos/basses.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing tests</li> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> <li>• Perform orchestral literature of grades III and IV.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing tests</li> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>• Identify, understand and perform musical signs and terms found in orchestral literature of grades III and IV.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions and activities</li> <li>• Individual and group playing tests</li> <li>• Public performance</li> <li>• Written tests or quizzes</li> </ul>	

<b>Strand: 9.1 Production, Performance &amp; Exhibition of Music</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
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C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>Understand and demonstrate articulations of slur, staccato, martele, accents, spiccato, double stops and tremolos.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions and activities</li> <li>Individual and group playing tests</li> <li>Public performance</li> <li>Written tests or quizzes</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>Recognize and write all major and minor key signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions and activities</li> <li>Individual and group playing tests</li> <li>Written tests or quizzes</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>Identify, understand and write scale degrees, whole and half-steps, intervals and major/minor scale construction.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions and activities</li> <li>Individual and group playing tests</li> <li>Written tests or quizzes</li> </ul>	
F. Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> <li>Understand meaning of programmatic compositions depicting a historical or cultural event.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Individual or group written tests or assignments</li> <li>Student project</li> </ul>	
G. Analyze the effect or rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>Evaluate rehearsal goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Written tests or quizzes</li> <li>Classroom activities</li> </ul>	

<b>Strand: 9.1 Production, performance, and Exhibition of Music</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
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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.	<ul style="list-style-type: none"> <li>• Demonstrate proper concert etiquette.</li> <li>• Maneuver on and off stage in a professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities and projects</li> </ul>	
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.	<ul style="list-style-type: none"> <li>• Make basic repairs to musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Public performance</li> <li>• Classroom activities and projects</li> </ul>	

<b>Strand: 9.2 Historical and Cultural Contexts</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A Explain the historical, cultural, and social context of an individual music composition.	<ul style="list-style-type: none"> <li>Know and understand basic composer, compositional, historical, and cultural information of music being performed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher handouts</li> <li>Classroom discussions</li> <li>Student projects</li> <li>Written tests or quizzes</li> </ul>	
A Explain the historical, cultural, and social context of an individual music composition.	<ul style="list-style-type: none"> <li>Know and understand characteristics and important composers of the historical periods in music.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher handouts</li> <li>Classroom discussions</li> <li>Student projects</li> <li>Written tests or quizzes</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Relate works from the performing arts to the historical and cultural context in which they were created.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Student projects</li> <li>Written tests or quizzes</li> </ul>	
H. Identify, describe and analyze the work of a Pennsylvania artist in music.	<ul style="list-style-type: none"> <li>Prepare an orchestral composition by a Pennsylvania composer.</li> </ul>	<ul style="list-style-type: none"> <li>Class performance</li> <li>Public performance</li> <li>Written tests or quizzes</li> <li>Classroom discussion</li> </ul>	
H. Identify, describe and analyze the work of a Pennsylvania artist in music.	<ul style="list-style-type: none"> <li>Examine compositional form, historical period and composers intent or meaning of the work.</li> <li>Examine composer's background.</li> </ul>	<ul style="list-style-type: none"> <li>Class performance</li> <li>Public performance</li> <li>Written tests or quizzes</li> <li>Classroom discussion</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
F. Analyze the processes of criticism used to compare the meanings of a work in music in both its own and present time.	<ul style="list-style-type: none"> <li>Evaluate and critically respond to musical works of different styles, periods and composers demonstrating understanding of important features of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Written reports and projects</li> <li>Written tests or quizzes</li> </ul>	



<b>Strand: 9.4 Aesthetic Response</b>		<b>Subject Area: Orchestra</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	<ul style="list-style-type: none"> <li>Describe personal meaning of a musical work on the basis of aesthetic understanding of the art form.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Individual writing assignments or projects</li> <li>Written tests or quizzes</li> </ul>	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> <li>Describe and evaluate musical and aesthetic reaction to music literature being performed.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion</li> <li>Individual and group written tests/quizzes</li> <li>Written assignments and projects</li> </ul>	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> <li>Describe and evaluate musical and aesthetic reaction to various music listening examples.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion</li> <li>Individual and group written tests or quizzes</li> <li>Written assignments and projects</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)