

Fairview High School String Orchestra

Grades 9-12

Hillery Needham, Director

hneedham@fairview.k12.oh.us / 440-356-3500 x4125 [FPCS Orchestra Website](#)

Course Description

The String Orchestra performs at regular school concerts throughout the year. Repertoire performed is appropriate with the abilities of the members and covers a wide range of musical styles. All students currently enrolled in an orchestra class are eligible for the String Orchestra. Other interested students with prior experience must contact the director to schedule an audition.

Music Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music. These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, *The Fairview Advantage*.

Program Goals

- Develop instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).
- Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
- Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
- Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
- Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
- Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.

Learning Targets	Performance Tasks
Assessment practices.	<ul style="list-style-type: none"> a. Playing tests. b. Theory quizzes. c. Exit sheets. d. Personal recording assessments. e. Sight reading assessments.
Develop criteria to evaluate the aesthetic quality of musical performances.	<ul style="list-style-type: none"> a. Discuss music performance using musical vocabulary. b. Write concert critique on student concert performances.
Discuss criteria to evaluate the expressive elements of music.	<ul style="list-style-type: none"> a. Discuss expressive elements of music and composer's intention. b. Discuss expressive elements of performance.
Investigate how technology has changed music careers.	<ul style="list-style-type: none"> a. Composing b. Performance c. Recording d. Instruments
Discuss copyright rules and how they apply to music both recorded and written.	<ul style="list-style-type: none"> a. Audio and video recordings. b. Printed sheet music. c. Streaming services vs. You Tube.
Execute articulations, symbols and terms while performing with accuracy.	<ul style="list-style-type: none"> a. Perform short sections of music to demonstrate the student's ability to articulate the desired style and expression. b. Define expressive symbols and terms in music.
Listen to various music works.	<ul style="list-style-type: none"> a. Describe and discuss differences between Contemporary, Romantic, Classical, and Baroque music. b. Identify style characteristics in music that apply to a specific period of music history.
Define the elements of music: melody, harmony, beat, rhythm, timbre, form and tempo and how they are combined to create pieces of music.	<ul style="list-style-type: none"> a. Guided listening b. Questioning c. Group discussion
Explore how music reflects the social and political events of the time when written.	<ul style="list-style-type: none"> a. Discuss how popular music has voiced the opinions of society. (examples: Baroque music -

	European Aristocracy, Imagine - John Lennon, God Bless America - Irving Berlin, Patriotic music - World Wars, Gospel/Jazz - Civil rights movement).
Perform a varied repertoire of music.	<ul style="list-style-type: none"> a. Perform a variety of music in different settings (String Orchestra, Chamber Orchestra, Chorale, Show Choir, Symphonic Band, Solos, Ensembles). b. Music selected will show diverse genres and cultures. c. Music will include advanced ranges, tempos, keys and meters, expression.
Perform and prepare a varied repertoire of music.	<ul style="list-style-type: none"> a. Perform music will include advanced ranges, tempos, keys and meters, expression. b. Execute proper procedures for effective practice to learn repertoire.
Sight-read music at an developing level.	<ul style="list-style-type: none"> a. Identify elements of music for individual pieces (meter, key signature, repeats, tempo, rhythms, dynamics). b. Read music that is new to the ensemble without prior rehearsal that is a performance level equal to the ability of the ensemble. c. Use Self-Assessment, Guest Adjudicator.
Rehearse and performing in a group. Respond to the cues of a conductor. Interpret and apply musical symbols and vocabulary.	<ul style="list-style-type: none"> a. Recording and assessing b. Self-Assessment c. Guest Adjudicator
Use technology with performances or concerts.	<ul style="list-style-type: none"> a. Use audio and/or video elements to enhance aesthetic elements of a performance. b. Recording of concerts to evaluate performance.
Use technology in rehearsals.	<ul style="list-style-type: none"> a. Record rehearsals: <ul style="list-style-type: none"> i. Informal critiques ii. Written critiques
Understand and apply assessment criteria. Engage in assessment practice.	<ul style="list-style-type: none"> a. Follow a rubric to evaluate the progress of self and peers and report results to the teacher and peers.

<p>Gauging their individual and group development.</p>	
<p>Review the elements of music: melody, harmony, beat, rhythm, timbre, form and tempo.</p> <p>Discuss how meaning and expression are created through the musician's use of the elements and articulating and defending their opinion.</p>	<ul style="list-style-type: none"> a. Discuss elements of music and how it applies to music being performed in class. b. Discussing how meaning and expression are created through the musician's use of the elements and articulating and defending their opinion. <ul style="list-style-type: none"> i. Guided listening ii. Questioning iii. Group discussion
<p>Discuss the impact of life experiences on music.</p>	<ul style="list-style-type: none"> a. Choose a piece of music that resonates with their life experiences and discuss how the music played a role in defining their life experience. <ul style="list-style-type: none"> i. Modeling ii. Discuss the effect of music on life experiences throughout history. iii. Journaling
<p>Analyze and correct student's own physical positioning.</p> <p>Analyze and correct the physical positioning of others.</p> <p>Explain the connections between observed technique(s) and tone.</p>	<ul style="list-style-type: none"> a. In a performance setting, demonstrate appropriate technique for proper tone production and explain how this assists in creating a better tone. <ul style="list-style-type: none"> i. Teacher and peer modeling. a. In a performance setting, demonstrate appropriate technique for proper tone production and explain how this assists in creating a better tone. <ul style="list-style-type: none"> i. Self-analysis of performance. ii. Questioning. a. In a performance setting, demonstrate appropriate technique for proper tone production and explain how this assists in creating a better tone. <ul style="list-style-type: none"> i. Group Discussion.
<p>Make connections between meaning</p>	<ul style="list-style-type: none"> a. Analyze given music examples for the

<p>and expression and how meaning and expression are created through the musician's use (in composing, improvising and performing) of the elements.</p> <p>Articulate and defend opinions of the connections.</p>	<p>elements used to create expression in music and describe this with appropriate vocabulary.</p> <p>a. Group discussion.</p>
---	---

Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Quizzes and Tests
- Performance rubrics
- Written products
- Visual Displays
- Public performance
- Digital portfolio

Course Resources

Sound Innovations: Sound Development for Intermediate String Orchestra. Phillips & Moss. Alfred, 2012.

Sound Innovations: Creative Warm-Ups for Intermediate String Orchestra. Phillips, Moss, Turner, & Benham. Alfred, 2017.

Sound Orchestra: Ensemble Development String/Full Orchestra. Phillips, Boonshaft, Bernotas, Palmer, & Pope. Alfred, 2022.

Music used throughout the year will include pedagogical repertoire from various composers and publishers.

Grading & Performance Attendance Policy

40% - Daily Rehearsal Skills (5 points per class)

40% - Concert Attendance, Dress, Etiquette

20% - Assessments, Assignments

All required performances are mandatory and will only be excused for emergencies such as illness, a serious family emergency, or extenuating circumstances approved by Mrs. Needham. Approval for non-emergency absences requires a parent/guardian contacting Mrs. Needham 2 weeks prior to the performance. Approval will be determined on a case-by-case basis. Make-up assignments for excused performance absences are due before the end of the quarter in which the performance occurred.

FPCS Orchestra Program Scope and Sequence

FPCS Orchestra Program Handbook