SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Orchestra**	7. **Action** ☐ New Course ☒ Course Revision ☐ Title Change Only
2. Date Submitted: 01/12/14	8. **Grade Level** ☒ 9 ☒ 10 ☒ 11 ☒ 12
3. Transcript Title/Abbreviation(s) Orchestra	**9. Prerequisites** (Please list.) ☒ Required Fulfill Fine Arts requirement for graduation. Advanced instrumental ability on an orchestral string instrument (violin, viola, cello, or string bass), an audition and/or receommendation of middle schoolinstrumental music instructor. Wind and brass players by instructor approval only. ☐ Recommended
4. Transcript Course Code/Course Number : 7221	**10. Seeking Program Distinction?** ☐ YES (Check one below.) ☒ NO ☐ Honors ☐ AP ☐ Other
5. Subject Area Elective	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** VAPA	12. **Previously approved by UC?** ☒ YES ☐ NO Year approved 2001 Year removed
13. UC ELIGIBILITY **Already eligible?** ☒ YES ☐ NO a☐ b☐ c☐ d☐ e☐ f☒ g☐ **Proposing eligibility?** ☐ YES ☐ NO a☐ b☐ c☐ d☐ e☐ f☐ g☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ☒ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name:Kitty Jowe Phone: Emai:kjowe@slusd.us Position:Teacher	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board** **Curriculum Committee** **Date approved by Board**

SECTION B. COURSE CONTENT

17. **Course Description**

Students will explore and perform standard orchestral and string ensemble literature. Participation in performances is required in order to pass the class. Performances include String Festival, winter and spring concerts. Other performances may be required. Students will acquire communication, collaboration and creativity skills. May be repeated for credit.

18. **Course Goals and/or Major Student Outcomes**

The goal of this course is to develop students into proficient musicians. Students will acquire competent music skills to enter college level orchestras. They will develop the love of music and become lifelong music learners. They will be able to contribute their music skills in the local communities and beyond.

19. **Course Objectives (standards)**

This course follows and is aligned to the Visual Performing and Arts standards as followed.

Artistic Perception: Students will read, listen to, analyze, and describe music and other aural information using the terminology of music. ESLR-thinking skills.
Common Core Standard: RST: 1-10

Creative Expression: Students will apply instrumental musical skills in performing a varied repertoire of music. They will perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation. ESLS—personal qualities/thinking skills.
Historical and Cultural Context: Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. They will analyze how the roles of musicicans and composers have changed or remained the same throughout history. Students will compare and contrast the social function of a variety of music forms in various cultures and time periods. ESLR—fundamental knowledge/fundamental skills.

Common Core Standard: RST: 1-10
Aesthetic Valuing: Students will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music aesthetic qualities, and human responses. They will develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances,

compositions, arrangements and apply those criteria in personal participation in music. ESLR—fundamental knowledge/thinking skills/personal qualities.
Connections, Relationships, Applications: Students will apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

20. Course Outline

Daily Warm-up: Ability to tune one's string instrument. Students will play scales and arpeggios with increasing sharps and flats.
Rehearsing music literature: Standard string orchestra literature representing various genres, styles, and cultures will be introduced to students. Students will be learning rehearsal techniques such as reading music notes and music terms, and learning how to execute music notes on their instruments with expression. Students will learn discrimination of pitches, rhythm, timbre, dynamics, and harmony while playing as solo and in an ensemble. Students will advance on his/her instrument in left hand and bowing techniques such as fingering pattern, vibrato, bowing legato and staccatos. Students will learn different styles of playing in regards to the various genres, cultures and historical periods of music literature.
Homework: Students are required to practice their instrument daily to improve on their playing skills.
Benchmark: There are three major public performances in the year, the Winter Concert, String Festival, and Spring Concert. The concerts are benchmarks for students to strive for excellence in performance.
Winter Concert (Aug. thru Dec): Students will learn holiday traditional or contemporary pop music literature. Baroque and Classical period will also introduced. Selected students may have opportunity to perform solos accompanied by orchestra.
String Festival: (January thru March) Students will learn "show pieces", music literature that accentuates the string techniques such as Fiddle Faddle for orchestra by Leroy Anderson. Cultural literature such as the Spanish and Russian Dances will also be introduced. Selected students may have opportunity to perform as soloists.
Spring Concert: (April thru June) Students will learn 19th and 20th Century music. Popular movie tunes and occasional jazz pieces will also be performed. Selected students may have opportunity to perform as soloists or in a small ensemble.

Term Projects: Students will write reports on the life of composers and how they affect the music world. Students will be encouraged to use their own innovations and creativities by collaborating with other to perform their own music selections.

21. Instructional Materials:

Board approved required text

None

Supplementary materials

Selected music pieces from standard orchestra repertoire.

22. Key Assignments

Required daily home practice on scales and selected music.
Written analysis of a composition.
Do research on the life of a composer and his music.
Write a review on the outcome of a performance.
Give public performance by oneself or with other

23. Instructional Methods and/or Strategies

Teacher Practice: Demonstration, modeling, critique, observation, build on previous knowledge.
Student Learning Activities: Students will collaborate and rehearse in small groups to further 21st century skills. Students also learn individually by practicing at home. Students will listen to music performances and make critical evaluations of the performance. Students will be offered differentiated instruction to support the needs of diverse learners through supports provided by teacher.

24. Assessment Methods and/or Tools

Testing: Student will have playing tests on scales and arpeggios. They will be tested on difficult passages of a music literature. They will perform both as a soloist and with others in a string quartet or quintet format while each person playing a different part.

25. Grading Policy

Students will be graded on the following:
Participation: Students will earn points for attendance and good behavior.
Test: Playing tests and written tests.
Concert: Attendance of required performances
Homework: Students are required to practice 3 hours a week. A monthly practice time sheet is due at end of each month.
Special/Term project: All written reports and playing projects.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?