



# PISCATAWAY TOWNSHIP SCHOOLS

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## Orchestra

**Content Area:** Music  
**Grade Span:** Grades 9-12  
**Revised by:** Haley Schilla  
**Presented by:**  
**Approval date:**

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## COURSE OVERVIEW

### Description

**Orchestra**

Orchestra is a performance-based course that is open to all students. It is preferred that students have at least 3 years experience prior to their Freshman year. Student participation in these performances is mandatory. Enrolled students will continue to develop skills in sight-reading, ear training, and technique.

**Chamber Orchestra (Honors Chamber Orchestra)**

Chamber Orchestra is a select performance-based course that is open to students who audition successfully for admission to the course. Auditions for this group are held at the beginning of the school year and are open to all orchestra students in grades 9-12 with prior school orchestra experience. Chamber Orchestra is an advanced course that explores more advanced repertoire than Orchestra. Through the rehearsal and study of challenging repertoire, students will study topics in music theory, music history, and critique. The Chamber Orchestra performs an average of 5 times per year. Student participation in these performances is mandatory. Honors credit is available to students in grade 12 who successfully audition for Chamber Orchestra and meet additional performance requirements including, but not limited to: auditioning for Region Ensemble, performing in a chamber ensemble, and/or performing in Symphonic Orchestra.

Prerequisite: Acceptance by audition only.

### Goals

- Develop musicianship
- Develop technique and practice skills
- Develop music literacy
- Develop performance skills
- Explore, interpret, and perform appropriate repertoire
- Perform publicly in various performance settings
- Perform a wide variety of repertoire

### Scope and Sequence

Unit	Topic	Length
Unit 1	Audition Preparation	September
Unit 2	Essential Skills and Technique	Year Long
Unit 3	Concert and Festival Preparation	Year Long
Unit 4	Sight-Reading Skills	Year Long

### Resources

**Suggested Resources:**

The study of Orchestration (Adler)

Daily Warmups (Allen)

Essential Technique for Strings (Allen)

Advanced Technique for Strings (Allen)

Intermediate String Techniques (Etling)

Teaching Stringed Instruments: A course of Study (MENC)

School of Violin Technics – Book 1 For Violin (Schradieck)

**Music Festivals**

South Brunswick Orchestra Festival

Rowan Orchestra Festival

Montclair Orchestra Festival

Music in the Parks Music Festival

Festivals of Music

Festival Disney

All American Music Festival

Magic Music Days Music Festival

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
<p>This curriculum covers two course levels in Orchestra performance. The textbook and course material consists of appropriately selected repertoire that students will explore in order to improve their skills, performance practices, and musicianship.</p>	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3Cadv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

<b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products.	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
<b>Anchor Standard 6:</b> Conveying Meaning Through Art	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Anchor Standard 7:</b> Perceiving and Analyzing Products	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
<b>Anchor Standard 8:</b> Interpreting Intent and Meaning	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9:</b> Applying Criteria to Evaluate Products	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
<b>Anchor Standard 10:</b> Synthesizing and relating knowledge and personal experiences to create products.	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

## UNIT 1: Audition Preparation

<b>Summary and Rationale</b>	
Students will develop skills and strategies to prepare for an audition in or outside of the school orchestra.	
<b>Recommended Pacing</b>	
September	
<b>State Standards</b>	
<b>Anchor Standard 4:</b> Selecting, Analyzing, and Interpreting Work	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products.	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
<b>Anchor Standard 8:</b> Interpreting Intent and Meaning	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Slow practicing of a new piece of music is the key to success</li> <li>• The more practice put into the preparation of an audition, the more effective the audition will be</li> <li>• Be “detail oriented” during practice sessions</li> </ul>	
<b>Unit Essential Questions</b>	

- What are the different steps to preparing for an audition?
- What can you do to increase your skill level that will have an impact on your audition?
- How does a slow calculated process of practicing prepare you better for an audition?
- What is your goal for the audition?

## Objectives

### Students will know:

#### Unit Skills

- Prepare the piece properly by starting out with slow playing and eventually raise the tempo of the piece to where it can be played well.
- Identify the tempo, key signature, and time signature of the piece that is being prepared.
- Identify those sections of the piece that are more difficult and will need more attention in order to play them well.
- Play with proper bowings and articulations as are asked for in the score.
- Perform an audition in front of the directors at their highest level.

#### Knowledge

- Slow, organized practicing will better prepare them for an audition.
- The basic musical elements such as tempo, key signatures, and time signatures are the first elements to prepare and learn.
- The better prepared the student is, the better the audition will be.
- The proper bowings needed to perform the piece appropriately.
- The stylistic and historical implications of the music being prepared. This will help the student to perform in their audition at the highest level of musicianship.

## Resources

Activities and Lesson Components  
 Initial preparation of new music  
 Student preparation of music – student-  
 led  
 The auditions  
 The Results  
 Self-Assessment

## Unit 2: Technique and Skills

<b>Summary and Rationale</b>	
Students will increase their knowledge of correct technique and fundamentals	
<b>Recommended Pacing</b>	
Year Long	
<b>State Standards</b>	
<b>Anchor Standard 4:</b> Selecting, Analyzing, and Interpreting Work	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products.	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
<b>Anchor Standard 8:</b> Interpreting Intent and Meaning	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Understanding how to self-correct posture and practice issues</li> <li>• Understanding essential practice techniques</li> <li>• Developing knowledge pertaining to specific scales and key signatures</li> <li>• Recognizing common musical terms and techniques</li> </ul>	
<b>Unit Essential Questions</b>	



- What do you need to do to improve your sound and technique?
- What makes an effective home practice?
- How does the key signature effect what notes you play?

**Objectives**

**Students will know:**

**Unit Skills**

- Develop vibrato and shifting
- Learn common 2 and 3 octave scales
- Understanding how to interpret different bow stroke markings and articulations
- Practice strategies
- Knowledge of key signatures up to 5 sharps and 3 flats

**Knowledge**

- Slower practice yields more successful results
- Shifting on an instrument requires a release of tension in the left hand while moving
- Constant critique of sound and technique are vital for the improvement on your instrument
- Scales and warmups are the part of the practice where you focus on your technique

**Resources**

Activities and Lesson Components  
 Student preparation of music  
 Self-Assessment  
 Daily Shifting Exercises  
 Daily Vibrato Exercises

## UNIT 3: Concert and Festival Preparation

<b>Summary and Rationale</b>	
Students will develop skills to prepare concert repertoire while continuing to develop their musicianship and performance skills.	
<b>Recommended Pacing</b>	
Full Year	
<b>State Standards</b>	
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures,

	styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
<b>Anchor Standard 9: Applying Criteria to Evaluate Products</b>	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• What is required individually to have a successful concert</li> <li>• Understanding different playing styles for different time periods</li> <li>• The fundamental procedures and processes for preparing for a concert</li> <li>• Following the leader of the section will make the group more successful</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does the aesthetics of the piece of music you are working on impact how you play it?</li> <li>• What is the process for each person preparing a piece of music for a concert?</li> <li>• What are the key musical elements necessary for preparing a piece of music?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

**Unit Skills**

- Recognize and interpret specific vocabulary; rubato, different tempo markings, spiccato, detache etc.
- Identify the standard compositional structure of a piece of music we are working on
- Perform music at a high level due to study of basic string techniques such as hand position, bowing, and vibrato.
- Recognize and interpret music terminology in the music to help perform the piece.

**Knowledge**

- Specific compositional devices and techniques that indicate a certain historical time period.
- Music comes in many different forms and structures.
- The proper skills needed to play an instrument of the string family such as hand position, bowing, and vibrato.
- The musical terminology and symbols used in traditional Western music based upon the performance repertoire.

**Resources**

Activities:

Introduction of new music

Awareness of musical elements

Skill Development

Development of Expressive Aspects

Good Playing Habits

Ear Training Development

Performance Preparation

Performance

Self-Assessment

## UNIT 4: Sight-Reading Skills

<b>Summary and Rationale</b>	
Students will continue to develop strategies and techniques to improve their sight-reading skills in order to enhance their musicianship and performance quality.	
<b>Recommended Pacing</b>	
Full Year	
<b>State Standards</b>	
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
<b>Anchor Standard 3: Refining and Completing Products</b>	
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Sight-reading skills are essential to the success of any musician.</li> <li>• Many sight-reading techniques and skills can be practiced in order to hone one’s sight-reading skills.</li> <li>• Prior to reading a piece of music for the first time, students must spend a few moments going through the entire selection</li> <li>• One of the most important aspects of sight-reading is to not stop in the middle of your playing.</li> </ul>	

**Unit Essential Questions**

- Why is sight-reading such an integral part of a musician’s training and preparation?
- What are some skills that can be practiced individually in order to get better at it?
- How much time should you take to study a score of music, before you play the piece?
- What is the process for each person preparing a piece of music for sight-reading?
- Why should you refrain from stopping in the middle of a piece when you are sight-reading?

**Objectives****Students will know:****Unit Skills**

- Implement specific techniques and devices that will help sight-read music at a more advanced level.
- Identify the different standard compositional structures or forms of a piece of music.
- Perform their music with a good sense of the piece as a whole, by playing with good tempo control, proper bowing, and displaying a knowledge of key signatures and time signatures as they come up.
- Recognize and interpret musical terminology in the music to help perform the piece.

**Knowledge**

- Specific compositional devices and techniques that will help students become more proficient sight-readers.
- That the more knowledge they have in the different compositional structures and styles, the better they will be at sight-reading the music.
- Some of the proper skills needed to sight-read a piece of music: tempo control, proper bowing, key signature recognition, time signature recognition

**Resources****Activities:**

Introduction of New Music  
Tempo  
Key Signature Awareness  
Time Signature Awareness  
Note and rest values  
Note Identification  
Correct Bowings  
Self-Assessment