Intermediate Orchestra - 6452

Grade 9-12, Unit 3
Composition and Arranging/Improvisation
Course Description

This one year course is designed for students who have developed skills beyond those outlined in the Beginning Strings Orchestra Curriculum. It includes further development of the skills necessary to become independent as a musician. This course emphasizes the place of string music in the Western musical heritage. It concentrates on the development of the style, articulation, dynamics, rhythmic ability, and tone inherent to string music performance. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course may be repeated. This is an elective course for Middle or High School students.

The course Goals:

1. To develop facility in playing a musical instrument while promoting performance skills necessary for independence as a string player.

2. To further develop performance skills necessary for solo and ensemble experiences.

3. To identify and respond appropriately to musical notation.

4. To develop an understanding of form and structure in music.

5. To develop a broad knowledge and appreciation of music of many styles, periods, and cultures.

6. To develop skills of listening to music.

7. To evaluate performances and exercise discrimination with regard to the quality of composition.

8. To develop attitudes enabling one to continue participating in musical experiences throughout life.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Independence as a string player, Ensemble Sound</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Musical Notation, Musical Form, Musical Style</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Composition and Arranging Music, Improvising melodies, variations, and accompaniments</td>
<td>9 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Music Across the Curriculum, Listening Skills, Discrimination Skills, Attitudes</td>
<td>9 weeks</td>
</tr>
<tr>
<td></td>
<td>Spring Recital/Concert</td>
<td>20 weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

**Standards**

| CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12 |

### CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of
integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.
They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

# Differentiated Instruction

## Accommodate Based on Students' Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Comprehension  
- Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

## Assistive Technology

- Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- |

## Tests/Quizzes/Grading

- Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud

## Behavior/Attention

- Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback

## Organization

- Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials
## Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentor-ships
Assessments

- Listening Outlines
- Timelines
- Maps
- Charts
- Graphic Organizers
- Oral Report
- Role Playing
- Concept Mapping
- Quizzes
- Observation
- Graphic Organizers/Concept Mapping
- Presentations
- Homework
Interdisciplinary Connections

English Language Arts & History/Social Studies Grades 9-10 Common Core Standards Key Ideas and Details:

RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones

English Language Arts Standards

WHST.9 – 10.1 a-e: Write arguments focused on discipline-specific content.

WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
<table>
<thead>
<tr>
<th>Grade: 9-12</th>
<th>Unit: III</th>
<th>Topic Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. Composition and Arranging Music</td>
<td>1. In this unit, students will develop skills to compose and arrange music and to improvise melodies, variations, and accompaniments.</td>
</tr>
<tr>
<td></td>
<td>II. Improvising melodies, variations, and accompaniments</td>
<td></td>
</tr>
</tbody>
</table>

Music, New Jersey Core Curriculum Content Standards (NJCCCS):

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction of complex musical scores from diverse cultural contexts.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance.

1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of
design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
</table>
| **Composing and arranging music.** | ▪ What values of notes and rests will be used for a composition?  
▪ What notes to use for simple harmony arrangement? | ![link](http://www.bsmny.org/exploring-music/features/practical-guides/a-beginners-guide-to-composing/)  
![link](http://www.artofcomposing.com/how-to-compose-music-101) | • Have the students compose using simple rhythmic patterns.  
• Have students compose using different sound effect, i.e. hand clapping, stomping, snapping, etc. |
| ▪ Student will compose a melody using the symbols and traditional terms referring to dynamics, tempo, and articulation.  
1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B. 2 | ▪ How to apply the dynamics and for a repeated measures or notes? | ![link](http://www.bsmny.org/exploring-music/features/practical-guides/a-beginners-guide-to-composing/)  
![link](http://www.artofcomposing.com/how-to-compose-music-101) | • Have the students compose the melody using the notes of the D major scale.  
• Have the students examine their compositions for correct notes, note values, and proper notation.  
• Have the students perform their composition for each
| The students will arrange pieces for instruments other than those for which the pieces were written. 1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2 | What notes to be used for simple harmony arrangement? | http://www.bsmny.org/exploring-music/features/practical-guides/a-beginners-guide-to-composing/  
www.artofcomposing.com/how-to-compose-music-101 |
|---|---|---|
| • Have the students arrange a piece in a clef other than their own.  
• Have the students arrange the simple harmony part to a single line melody. | | |

**Improvising Melody, Variation, and Accompaniment.**

- The student will improvise “answers” in the same style to given rhythmic and melodic phrases. 1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2

|---|---|
| • Have the students improvise a rhythmic patterns on an open string based on rhythm given by the teacher.  
• Have the students improvise answers to the phrases played by instructor by changing rhythms, tempo, dynamics, or bowing style. | | |

- The student will improvise melodic embellishments and simple rhythmic and melodic variations on given melodies.

www.youtube.com/watch?v=oZXr3c4lllc |
|---|---|
| • Have students embellish rhythms of a simple tune, such as Bile’m Cabbage Down.  
• Have students improvise a simple melodic variation of | | |
<table>
<thead>
<tr>
<th>1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2</th>
<th>1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2</th>
<th>a melody in a piece that the students are working as a group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student will improvise simple accompaniments.</td>
<td>▪ How to approach the simple accompaniment?</td>
<td>- Have the students improvise of a given bass line to a familiar tune.</td>
</tr>
<tr>
<td>1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2</td>
<td></td>
<td>- Have the students improvise the accompaniment to given tune by altering the types of sound used, so as to change the character or texture of the song. (Pizzicato, Col Legno, Ponticello, and other non-traditional sounds).</td>
</tr>
<tr>
<td>• The student will improvise simple melodies.</td>
<td>▪ What non-traditional sound can be used for melodic improvisation? \n▪ What needed to be known to improvise the simple melody?</td>
<td>- Have the students improvise an eight beat melody using quarter notes. The students will choose the notes from one octave major scale.</td>
</tr>
<tr>
<td>1.1.8.B.1, 1.1.8.B.2, 1.1.12.B1, 1.1.12.B.2</td>
<td></td>
<td>• Have students improvise a melody using notes of different lengths.</td>
</tr>
</tbody>
</table>


www.youtube.com/watch?v=oZXr3c4l1lc
• Have students improvise a melody using non-traditional sounds on their instruments.
### Suggested Textbook and Multimedia CDs


### Unit 3, Vocabulary:

<table>
<thead>
<tr>
<th>Rhythmic Patterns</th>
<th>Tempo</th>
<th>Improvisation</th>
<th>Rhythmic variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound affects</td>
<td>Articulation</td>
<td>Accompaniment</td>
<td>Melodic Variation</td>
</tr>
<tr>
<td>Dynamics</td>
<td>Arrangement</td>
<td>Rhythmic Phrases</td>
<td>Character of music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melodic Phrases</td>
<td></td>
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- Texture
- Melody
- Harmony
<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and group presentations throughout planned period of time at class setting.</td>
<td>Attend a concert outside of class and write a concert report. Report should be written in compositional style. Concert report should represent personal impressions and experiences at the concert, as well as show understanding of musical concepts (rhythm, meter, melody, harmony, key, texture, form etc.) covered in class. The content must include:</td>
</tr>
</tbody>
</table>

- Place, time and date of concert
- Performance attended, including performance and genre
- Evaluation of performance determined by your knowledge of music history, theory and interpretive skills
- What could have been improved in the performance?
- What was the environment of the concert hall like?
- General reaction to the concert
- Summary
<table>
<thead>
<tr>
<th>Note Accuracy</th>
<th>Failing 64 pts</th>
<th>Below Grade Level 73 pts</th>
<th>At Beginning of Grade Level 82 points</th>
<th>At grade Level 91pts</th>
<th>Above Grade Level 100 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music has too many errors. Needs attention.</td>
<td>Several errors occur. Most of the intonation is incorrect and there are many wrong notes.</td>
<td>Occasional note is missed, due to key signature, shift or accidental. Basic tonality can be heard.</td>
<td>Few notes are missed. Mistakes do not detract from music. Most of the intonation is correct and there are no wrong notes.</td>
<td>Excellent accuracy. No mistakes were made, therefore music was performed as written.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Rhythm | No sense of pulse. Rhythms are incorrect. Unable to show basic understanding of relationships between different rhythms. | Inconsistent pulse. Most rhythms are incorrect. | Basic sense of pulse. Some rhythms are incorrect. | Secure pulse with minor rhythmic problems. | Strong sense of pulse. All rhythms performed accurately. |</p>
<table>
<thead>
<tr>
<th>Dynamics</th>
<th>No distinguishable difference between any of the dynamic markings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A few of dynamics are observed but most are ignored. There is little distinguishable difference between different markings during Crescendos and Decrescendos.</td>
</tr>
<tr>
<td></td>
<td>Half of the dynamic markings are observed and there is some distinguishable difference between different markings and during half the Crescendos and Decrescendos.</td>
</tr>
<tr>
<td></td>
<td>Most of the dynamic markings are observed and there is clear distinguishable difference during most the crescendos and Decrescendos.</td>
</tr>
<tr>
<td></td>
<td>All of the dynamic markings are observed and there is artistic, clear distinguishable difference during all the Crescendos and Decrescendos.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Tone</th>
<th>Poor sound. Needs more bow, better weight distribution, Needs better contact point. Keep left hand secure for good sound.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sound not developed. Keeping working towards more volume and consistency in tone.</td>
</tr>
<tr>
<td></td>
<td>Tone is generally consistent. Continue to expand on good bow principals.</td>
</tr>
<tr>
<td></td>
<td>Tone is developed. Good basic use of the bow and left hand.</td>
</tr>
<tr>
<td></td>
<td>Tone is excellent. Great use and distribution of the bow. Steady contact point, good arm weight.</td>
</tr>
<tr>
<td>Bowing</td>
<td>Articulations are consistently ignored. Bow management, or the specific section of bow that is to be used, is consistently incorrect.</td>
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<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Left Hand</td>
<td>Does demonstrate basic left hand structure. Left hand is always in the incorrect position when playing.</td>
</tr>
<tr>
<td><strong>Right Hand</strong></td>
<td>Does not demonstrate basic right hand structure.</td>
</tr>
</tbody>
</table>
Field Trip Ideas: Attend a concert and write a concert report.

Following are some of the suggested venues in New Jersey:

- **Community Theatre at Mayo Center for the Performing Arts**, 100 South St., Morristown, NJ 07960
- **Drew University, The Concert Hall at**, 36 Madison Avenue, Madison, NJ 07940
- **Bergen PAC**, 30 North Van Brunt St., Englewood, NJ 07631
- **Peak Performances at Montclair State University**, One Normal Avenue, Montclair, NJ 07043
- **Newark Symphony Hall**, 1020 Broad Street, Newark, NJ
- **New Jersey Performing Arts Center**, One Center Street, Newark, NJ 07102
- **Mason Gross Performing Arts Center of Rutgers University**, 85 George St., New Brunswick, NJ 08901
- **Kean Stage at Kean University**, 1000 Morris Ave., Union, NJ 07083
- **Shea Center for Performing Arts**, William Paterson University, 300 Pompton Rd., Wayne, NJ 07470