Hillcrest Middle School Orchestra

Syllabus 2018 -2019

Amber Holden, Room # (Former PE Lab)

**Daily Schedule**

6th Grade/1st period 8:39-9:35

8th Grade/2nd period 9:39-10:35

7th Grade/3rd period 10:39-11:35

Lunch 11:39-12:15

6th Grade/4th period 12:19-1:15

Planning/5th period 1:19-2:15

7th Grade/6th period 2:19-3:15

**National Music Standards**

STANDARDS for MUSIC EDUCATION

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments

4. Composing and arranging music within specified guidelines.

5. Reading and notating music

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

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**Orchestra Instructional Content: Unit Goals**

**6th Grade Orchestra Curriculum**

\*Instrument care and posture

\*Parts of the instrument

\*Pizzicato the open D and A strings

\*Notes of the D Major scale (Be able to identify notes and play them)

\*Count, clap, and play quarter notes and rests

\*Become familiar with the music staff, bar lines, measures, clefs, 4/4 time signature, double bar, repeats signs, and tunneling

\*Preliminary bowing exercises

\*Pizzicato the D Major scale

\*Introduction of the bow

\*Continued refinement of D Major scale notes (Identify, Pizzicato, and Arco)

\*Arco the D Major scale

\*Basis of nice tone production

\*Proper bow hold

\*Introduction of critical listening

\*Performance etiquette

\*Winter concert music

\*Development of D Scale notes in melody and harmony

\*Rhythmic development

\*Count, clap, and play eighth notes, half notes dotted half notes and their corresponding rests

\*Learn basic tempo markings and apply them to music: Allegro, Moderato, Andante

\*Count, clap, and play in the 4/4, 2/4, and ¾ time signatures

\*Become familiar with first and second endings

\*Play with 4th finger on the D string (Violin and Viola)

\*Warm tone production

\*Relaxed right and left hand

\*Play D Major 1 octave scales

\*Identify and play in Common Time

\*Play with the 4th finger on the G string (Violin and Viola)

\*Play staccato notes and hooked bowings and be able to identify the symbols

\*Introduction of slurs and ties

\*Play two note slurs

\*Continue to refine the following note values: quarter, eighth, and half notes in 4/4 and 2/4 time

\*Refine 4th finger skills for the violin and viola

\*Learn notes on the G string

\*Play in the key of G Major

\*Count and play in ¾ time

\*Count and play dotted half notes

\*Play with the following bowing techniques: staccato, hooked bows, slurs, and ties

\*Recognize and play upbeats

\*Play multiple note slurs and slurs with string crossings

\*Recognize and play F and C naturals

\*Play in the key of C Major

\*Compose and arrange music

\*Concert etiquette

\*Note-reading skills in first position for the keys of D, G, and C

\*Learn notes on the C string for viola and cello

\*Learn how to count, clap and play whole notes and whole rests

\*Play and identify arpeggios

\*Learn notes on the E string for violins

\*Learn basic dynamics: Forte and Piano and be able to apply them to music

\*Continued refinement of bow stroke

\*Continued development of awareness of place in ensemble

\*Exemplary posture and bow hold

\*Exemplary tone production

\*Performance posture

\*Spring concert music

\*Finish Essential Elements Book 1 skills

**7th Grade Orchestra Curriculum**

\*Introduction of Routines/Rules

\*Inventory

\*Rentals

\*Instrument Care

\*Review of previous year curriculum (Essential Elements Book 1 Review)

\*Posture/Set-up

\*Scales= 1 octave, 3 sharps to 3 flats

\*Intonation work

\*Region & GCYO Prep

\*Tuning in unison

\*Scales= 2 octaves, 3 flats to 3 sharps

\*Martele vs. detache

\*Introductory shifting

\*Intro to orchestral seating

\*Winter concert repertoire

\*Essential Elements Book 2 skills

\*All-State Prep

\*Festival music

\*Spring Concert music

\*Finish Essential Elements Book 2 skills

**8th Grade Orchestra Curriculum:**

\*Introduction of Routines/Rules

\*Inventory

\*Rentals

\*Instrument Care

\*Review of 7th Grade Curriculum (Essential Elements Book 1 and 2)

\*Posture/Set-up

\*Scales= 2 octave, 3 sharps to 3 flats

\*Intonation work

\*Region and GCYO Prep

\*Tuning in unison

\*Finger flexibility (bow grip)

\*Intro to dotted rhythms

\*Martele vs. detache

\*Shifting technique

\*Intro to orchestral seating

\*Winter concert repertoire

\*Essential Elements Book 3 skills

\*Vibrato

\*Establish and reinforce concert routines and etiquette

\*All-State Prep

\*Festival music

\*Spring Concert music

\*Finish Essential Elements Book 3 skills

**Instructional Materials and Resources**

The following is a list of necessary equipment for your child’s participation in string class:

**Instrument** – size \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ available at your local music store

**Instruction Book**  - available at your local music store

Essential Elements 2000 for Strings Method Book:

6th Grade: Book 1

7th Grade: Book 2

8th Grade: Book 3

\*Please make sure the book matches your child’s instrument (ex. Violin book for Violin, Viola book for Viola, etc.)

**Soft Cloth** – cotton, to keep in the instrument case for cleaning the instrument after use (a wash cloth works well)

**Rosin** – available at your local music store

**Rock Stop or Strap** – (cello and bass students only) to prevent the end pin from slipping and from possibly damaging the floor-available at your local music store

**Shoulder Rest** – (violin and viola students only) available at your local music store.

**3 Ring Binder** – Black 1” with clear plastic sleeve on the front/back

**Pencil** – to keep in the instrument case

**Folding Music Stand** – recommended for at-home practice

**Calculation of Grades**

**Major Grades (50%)**

**Daily Class Participation**

1. Daily attendance: Being on time and ready for class to begin
2. Having all materials ready for class (instrument, pencil, music, book, etc.)
3. Proper tuning habits (silent voices combined with active listening)
4. QUALITY of contribution to the rehearsal and musical environment
5. Attentive and active responsiveness to instruction (marking your music with a pencil when the teacher identifies a problem area)
6. Playing when conducted/instructed to play, stopping immediately when conducted/instructed to stop

**Concert and Performance Grades**

1. All concerts are mandatory and graded. Athletic practices, doctor appointments, hair appointments, etc. are not excused unless cleared by the orchestra teacher **at least one week** in advance (because your class requirement to be present at a concert or dress rehearsal will have been announced further in advance than one week).
2. Punctuality and Proper uniform
3. Full participation is expected at all events (leaving early is unacceptable)

**Minor Grades (50%)**

**Tests, either written or performance**

1. Playing tests on sections of music
2. Written assignments and written tests
3. Alignment:

* Proper body posture (sitting on front half of chair, straight spine, feet apart, feet on floor)
* Proper instrument carriage (accurate angles between instrument, body, and floor)
* Proper hand, arm, and finger positions (absolutely no long fingernails)
* Proper points-of-contact between instrument and body/hands/fingers

1. Music/Notebook checks (to see if rehearsal corrections have been marked into the music with a pencil)
2. Homework: Daily at home practice

**Make-up Work Policy**

**Concert make-up work:** If proper advance notification between parent and teacher (or coach) has occurred, or in cases of medical/family emergencies, the teacher may choose to “excuse” the absence and assign make-up work. Under no usual circumstances will this requirement be waived, as a major test grade was earned by the students who were present at the event. For a missed concert, the make-up work may be to come in after-school and play the concert music for the teacher for a test grade, or in some circumstances a written assignment may be considered by the teacher to be more appropriate or practical. In all cases, the best approach is to contact the teacher as far in advance as possible to coordinate a calendar conflict. **Unexcused** absences are those for which an early or adequate reason could not be provided.

**Classroom make-up work**: Please see student handbook for procedures.

**Rules for Student Behavior**

**R**espect People and Property

No running/horseplay

No harmful words or actions

No food/drinks

No playing instruments that are not yours

Be responsible with sheet music

**E**nter Prepared and On Time

Bring a pencil every day

Bring a shoulder rest/rock stop, rosin and cleaning cloth every day

Bring your instrument, music, Essential Elements book and music binder every day

Immediately set up your things, tune, begin bell-work and be in your seat

**S**tay On Task and Work Hard

Follow directions the first time they are given

Raise your hand and wait to be called on by the teacher

Complete your work

Hand in your assignments

Practice only on the days that you eat

**P**lay Only at Proper Times

When teachers says “stop” - you stop

Listen when teacher speaks

Pay attention

Do your best

**E**xemplify Amazing!

You are part of an amazing orchestra!

Act as an amazing orchestra group

Exercise etiquette during concerts

Treat all teachers/visitors with respect

**C**are for your instruments

Set instruments in safe places

Keep your instrument clean

Loosen your bow after playing

Protect your instrument

**T**eamwork

Practice your part

Be a positive influence

Help others learn

Encourage other students

# Classroom Consequences

# 1st offense: Verbal Warning/Student conference

# 2nd offense: Removal from group/Alternate assignment/Parent contact

# 3rd offense: Office Referral and Parent contact

**Procedures for Non-Instructional Routines**

1. Enter the orchestra room quietly!
2. As soon as you enter the classroom take your instrument to your seat and get set up for class. Sharpen all pencils, turn in assignments/papers to your class bin, rosin your bow, put on your shoulder rest, place your music notebook and Essential Elements book on your stand, read the daily agenda and begin the orchestra bell ringer (Number 1 one the board). Make sure your book is open to the page we are working on today.
3. When Mrs. Holden raises her hand immediately stop what you are doing and focus all your attention on her. When Mrs. Holden raises her hand you will raise your bow in the air.
4. Follow proper tuning procedures.
5. Never talk or play out of turn. When the conductor cuts you off make sure to stop playing.
6. If you need tissue or anything that requires you to get out of your seat, raise your hand, wait to be called on, and ask for permission first.
7. Instruments that need to be repaired should be dropped off before school. Please sit your instrument under the repair sign and leave a detailed note explaining what needs to be fixed. Do not wait until class to do this!
8. You must have your Agenda at all times! The restroom and nurse pass are located in the agenda. Please try to visit the restroom before or after class.
9. At the end of class write down your homework (what are you supposed to practice at home?), clean your instrument with a soft cloth, loosen your bow and pack up at Mrs. Holden’s signal. At Mrs. Holden’s signal exit the classroom quietly. Make sure to practice at home! ☺
10. Always demonstrate Orchestra R.E.S.P.E.C.T

**Communication with Parents-contact information**

**Mrs. Amber Holden Hillcrest Middle School** [**aholden@greenville.k12.sc.us**](mailto:aholden@greenville.k12.sc.us) **864-355-6148**