

Howard High School Orchestra  
Syllabus 2010-2011

Overview of Grading Policy

I. Rehearsals - 20%

- A. Having your instrument and everything you need to perform.
- B. Attentiveness to Conducting/ Ability to adjust your performance.
- C. Preparation of your music.
- D. Appropriate Rehearsal Behavior

II. Tests and Quizzes - 50%

- A. Knowledge
  - 1. Musical Styles
  - 2. Listening
  - 3. Musical Form and Structure
- B. Skill Requirements
  - 1. Scales
  - 2. Solo Literature
  - 3. Tuning
  - 4. Rhythm
  - 5. Music Reading

III. Practicing/Homework – 20%

- A. Practicing
- B. Completion of Written Assignments
- C. Communication

IV. Concert Attendance and Participation – 10%

Midterms and Final Exams will cover both skills and knowledge and will be included within the percentages for each of the sections.

**Attendance at all concerts and festivals is mandatory.**

*Any absence from a performance will result in your grade being lowered two letter grades.* All concerts performed at Howard High will begin at 7:00 PM. Students will need to arrive by 6:15 PM.

Fall Concert: Oct. 26, 2010 - HHS

Winter Concert: Dec. 9, 2010 (snow date Dec. 14, 2010) - HHS

Festival Preview Concert: Mar. 24, 2011 - HHS

County Orchestra Festival: March 28-30, 2011 (time and specific date to be determined)

Spring Trip: Date and Location to be determined

State Orchestra Festival: April 26-27, 2011 (time and specific date to be determined)

Spring Concert: May 4, 2011 - HHS

**\*\*Information will be posted throughout the year at [www.howardmusic.net](http://www.howardmusic.net)\*\***

### Important Details:

As a member of an orchestra, each student is responsible for the sound that they are creating. Furthermore, it is the goal of the orchestra class to provide students with skills that they can use in a variety of settings. The expectation does not stop with the student's ability to play his or her part in Howard's orchestra, but rather extends to include skills that will help the student find success in all musical endeavors. To that end, grading will be concentrated with the development of a strong musical conception and will also address the development of the skills each student will need to play the instrument well.

One of the school-wide goals at Howard is the improvement of writing skills. We will address this goal through the use of a practice journal. There will be one entry required each week that will consist of two parts. First, a chart must be included to show the time spent practicing. Second, a three-paragraph summary of the week's practice must be included with the first paragraph stating the goals of the week, the second paragraph stating the methods used to meet those goals, and the third paragraph to reflect on successes and failures during the week's practice time.

Students earn rehearsal grades through appropriate rehearsal behavior. Each student has the ability to earn 5 points for each rehearsal. Students earn 3 points for coming prepared to play with their instrument and all necessary supplies, and 2 points for setting up music and their instrument in the time allotted. It is expected that students will be supportive of others in the class and give their undivided attention to the goals of the class. Students will lose points for the following behaviors:

Talking (-1 point, each occurrence)

Gum Chewing (-2 points, step on discipline ladder)

Cell Phone Use (-5 points, referral)

Eating or Drinking (beside unflavored water) in class (-2 points, step on discipline ladder)

Poor posture (-1 points, each occurrence)

Behavior that is unsupportive of other students (insults, derogatory gestures, etc.)  
(-2 points, step on discipline ladder)

Violation of school rules (consequence consistent with school policy)

Tests and quizzes, both written and performed will be given throughout the school year.

# Orchestra Skill Requirements

Scale Requirements - All performed with reference pitch (all page numbers correspond to <b>Essentials for Strings</b> by Gerald Anderson)								
	SE1-6462	SE2-6465	SE3-6468	SO1-6410	SO2-6420	SO3-643M	SO4-646M	SOGT-626M
1st Q	C, G, D major p. 26-27, #1-2	C, G, D major p. 35-36, #1-2	C, G, D major p. 35-36, #1-3	C, G, D major p. 26-27, #1-6	C, G, D major p. 35-36, #1-5	C, G, D major p. 35-36, #1-5, p. 45-46, #1-4	C, G, D major p. 35-36, #1-5, p. 45-46, #1-4	C, G, D major p. 35-36, #1-5, p. 45-46, #1-4
2nd Q	F, Bb, Eb major p.30-32, #1-2	F, Bb, Eb major p.40-41, #1-2	F, Bb, Eb major p.40-41, #1-3	F, Bb, Eb major p.30-32, #1-6	F, Bb, Eb major p.40-42, #1-5	F, Bb, Eb major p.40-42, #1-5, p. 50-52, #1-4	F, Bb, Eb major p.40-42, #1-5, p. 50-52, #1-4	F, Bb, Eb major p.40-42, #1-5, p. 50-52, #1-4
3rd Q	A, E, B major p. 27-29, #1-2	A, E, B major p. 27-29, #1-2	A, E, B major p. 27-29, #1-3	A, E, B major p. 27-29, #1-6	A, E, B major p. 37-38, #1-5	A, E, B major p. 37-38, #1-5	A, E, B major p. 37-38, #1-5, p. 47-48, #1-4	A, E, B major p. 37-38, #1-5, p. 47-48, #1-4
4th Q	Ab, Db, Gb major p. 32-33, #1-2	Ab, Db, Gb major p. 32-33, #1-2	Ab, Db, Gb major p. 32-33, #1-3	Ab, Db, Gb major p. 32-34, #1-6	Ab, Db, Gb major p. 42-44, #1-5	Ab, Db, Gb major p. 42-44, #1-5	Ab, Db, Gb major p. 42-44, #1-5, p. 52-54, #1-4	Ab, Db, Gb major p. 42-44, #1-5, p. 52-54, #1-4
Extra Credit								
Any Quarter	F#, C#, Cb Major, p. 29, 30, & 34, #1-2	F#, C#, Cb Major, p. 29, 30, & 34, #1-2	F#, C#, Cb Major, p. 29, 30, & 34, #1-3	F#, C#, Cb Major, p. 29, 30, & 34, #1-6	F#, C#, Cb Major, p. 39-40, 44, #1-5	F#, C#, Cb Major, p. 39-40, 44, #1-5	F#, C#, Cb Major, p. 39-40, 44, #1-5, p. 49-50, 54, #1-4	F#, C#, Cb Major, p. 39-40, 44, #1-5 p. 49-50, 54, #1-4

# Orchestra Skill Requirements

Solo Literature								
	SE1-6462	SE2-6465	SE3-6468	SO1-6410	SO2-6420	SO3-643M	SO4-646M	SOGT-626M
Appropriate Level (as determined by MODA)	Level 2 or higher	Level 2 or higher	Level 3 or higher	Level 3 or higher	Level 4 or higher	Level 5 or higher	Level 5 or higher	Level 6
1st Q	Select Piece	Select Piece	Select Piece	Select Piece	Select Piece	Select Piece	Select Piece	Research Solo Literature and Select Pieces for recital
2nd Q	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare Piece - performance required for semester exam	Prepare all pieces, select one for performance for semester exam
3rd Q	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform Piece for solo festival, for the class, or for a master class	Perform one Piece for solo festival, for the class, or for a master class. Secure venue, date, and accompaniment for recital
4th Q	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Create an audio recording of your solo piece	Perform and video-record a recital with appropriate accompaniment in front of a live audience.

# Orchestra Skill Requirements

Tuning								
	SE1-6462	SE2-6465	SE3-6468	SO1-6410	SO2-6420	SO3-643M	SO4-646M	SOGT-626M
1st Q	Demonstrate the ability to change pitch fluently using fine tuners while creating a consistent tone	Demonstrate the ability to tune each string to a given pitch within 10 cents	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 5 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents
2nd Q	Demonstrate the ability to tune each string to a given pitch within 10 cents	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 5 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents
3rd Q	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 5 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 5 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents
4th Q	Demonstrate the ability to tune each string to a given pitch within 5 cents	Demonstrate the ability to tune each string to a given pitch within 2 cents	Demonstrate the ability to tune each string to a given pitch within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 5 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents	Demonstrate the ability to tune the entire instrument to a given 'A' within 2 cents

# Orchestra Skill Requirements

## Rhythm Reading

(all rhythm levels correspond to **Essentials for Strings** by Gerald Anderson, p. 4-17)

	SE1-6462	SE2-6465	SE3-6468	SO1-6410	SO2-6420	SO3-643M	SO4-646M	SOGT-626M
1st Q	Demonstrate clapping and counting rhythm levels A-E	Demonstrate clapping and counting rhythm levels A-E	Demonstrate clapping and counting rhythm levels A-H	Demonstrate clapping and counting rhythm levels A-E	Demonstrate clapping and counting rhythm levels A-H	Demonstrate clapping and counting rhythm levels A-L	Demonstrate clapping and counting rhythm levels A-O	Demonstrate clapping and counting rhythm levels A-O
2nd Q	Perform rhythm levels A-E on your instrument	Perform rhythm levels A-E on your instrument	Perform rhythm levels A-H on your instrument	Perform rhythm levels A-E on your instrument	Perform rhythm levels A-H on your instrument	Perform rhythm levels A-L on your instrument	Perform rhythm levels A-O on your instrument	Perform rhythm levels A-O on your instrument
3rd Q	Demonstrate clapping and counting rhythm levels A-H	Demonstrate clapping and counting rhythm levels A-H	Demonstrate clapping and counting rhythms containing 4 different levels	Demonstrate clapping and counting rhythm levels A-H	Demonstrate clapping and counting rhythm levels A-L	Demonstrate clapping and counting rhythm levels A-O	Demonstrate clapping and counting rhythm levels A-P	Demonstrate clapping and counting rhythm levels A-P
4th Q	Perform rhythm levels A-H on your instrument	Perform rhythm levels A-H on your instrument	Perform rhythms containing 4 different levels on your instrument	Perform rhythm levels A-H on your instrument	Perform rhythm levels A-L on your instrument	Perform rhythm levels A-O on your instrument	Perform rhythm levels A-P on your instrument	Perform rhythm levels A-P on your instrument

# Orchestra Skill Requirements

Music Reading (Sight Reading)								
	SE1-6462	SE2-6465	SE3-6468	SO1-6410	SO2-6420	SO3-643M	SO4-646M	SOGT-626M
1st Q	Identify Notes at a fluent level	Perform note sequences in stepwise motion	Perform note sequences that include intervals as large as a major 3rd	Perform note sequences that include intervals as large as a perfect 4th	Perform note sequences that include intervals as large as a perfect 5th	Perform note sequences that include intervals as large as a major 6th	Perform note sequences that include intervals as large as an octave	Perform note sequences that include intervals as large as an octave
2nd Q	Perform note sequences in stepwise motion	Perform note sequences in stepwise motion combined with rhythm levels A-E	Perform note sequences that include intervals as large as a major 3rd combined with rhythm levels A-H	Perform note sequences that include intervals as large as a perfect 4th combined with rhythm levels A-E	Perform note sequences that include intervals as large as a perfect 4th combined with rhythm levels A-H	Perform note sequences that include intervals as large as a major 6th combined with rhythm levels A-L	Perform note sequences that include intervals as large as an octave combined with rhythm levels A-O	Perform note sequences that include intervals as large as an octave combined with rhythm levels A-O
3rd Q	Perform note sequences in stepwise motion combined with rhythm levels A-E	Perform note sequences that include intervals as large as a major 3rd	Perform note sequences that include intervals as large as a perfect 4th	Perform note sequences that include intervals as large as a perfect 5th	Perform note sequences that include intervals as large as a major 6th	Perform note sequences that include intervals as large as a major 7th	Perform note sequences that include intervals as large as an octave	Perform note sequences that include intervals as large as an octave
4th Q	Perform note sequences that include intervals as large as a major 3rd	Perform note sequences that include intervals as large as a major 3rd combined with rhythm levels A-E	Perform note sequences that include intervals as large as a perfect 4th combined with rhythm levels A-H	Perform note sequences that include intervals as large as a perfect 4th combined with rhythm levels A-H	Perform note sequences that include intervals as large as a major 6th combined with rhythm levels A-H	Perform note sequences that include intervals as large as a major 7th combined with rhythm levels A-L	Perform note sequences that include intervals as large as an octave combined with rhythm levels A-O	Perform note sequences that include intervals as large as an octave combined with rhythm levels A-O

## G/T Course Overview

	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
School Ensemble Responsibilities 70%	Exemplary performance on all ensemble parts Attendance at all events Fulfill all syllabus requirements as set by instructor.	Exemplary performance on all ensemble parts Attendance at all events Fulfill all syllabus requirements as set by instructor.	Exemplary performance on all ensemble parts Attendance at all events Fulfill all syllabus requirements as set by instructor.	Exemplary performance on all ensemble parts Attendance at all events Fulfill all syllabus requirements as set by instructor.
Performance – Solo Recital 10%	Investigate Solo Literature and select piece.	Begin preparation of recital.	Continue recital preparation, secure accompaniment.	Perform and video-record a recital with appropriate accompaniment in front of a live audience.
Performance – Extra-Curricular Ensemble 10%	Choose one option from either yearly or quarterly performance track: Yearly Options: <input type="checkbox"/> G/T Orchestra <input type="checkbox"/> An approved extra-curricular ensemble.  Quarterly Options: <input type="checkbox"/> A cappella group <input type="checkbox"/> Chamber Music <input type="checkbox"/> All-State Audition Preparation <input type="checkbox"/> Other (with approval)	Continue with ensemble options:  Yearly Options: Must continue from previous quarters  Quarterly Options: <input type="checkbox"/> A cappella group <input type="checkbox"/> Chamber Music <input type="checkbox"/> All-State Audition Performance <input type="checkbox"/> Musical Theatre Participation <input type="checkbox"/> Other (with approval)	Continue with ensemble options:  Yearly Options: Must continue from previous quarters  Quarterly Options: <input type="checkbox"/> A cappella group <input type="checkbox"/> Chamber Music <input type="checkbox"/> All-State Performance <input type="checkbox"/> Solo/Ensemble <input type="checkbox"/> Musical Theatre Participation <input type="checkbox"/> Other (with approval)	Continue with ensemble options:  Yearly Options: Must continue from previous quarters  Quarterly Options: <input type="checkbox"/> A cappella group <input type="checkbox"/> Chamber Music <input type="checkbox"/> State Solo/Ensemble <input type="checkbox"/> Other (with approval)
Webpage and Research 10%	Establish <i>Digication</i> webpage  Post biography and goals  Post a 300 or more word explanation of possible recital literature and explain your selection process.	Post an evaluation of goals, review, revise and change as appropriate.  Post a concert review of a live performance.  Post a 600 or more word paper discussing the history of the pieces and the composers used in the recital.  Post a reflection of work to this point.	Post a 300 or more word essay comparing and contrasting professional performances of the recital pieces through recorded and/or live performances.	Post final portfolio Include: <input type="checkbox"/> A video recording of your recital. <input type="checkbox"/> Your recital program and program notes summarizing your research. <input type="checkbox"/> A reflection of at least 300 words.

# Orchestra G/T Course Audition Requirements

## Violin

### **Scales:**

Major scales up to 5 sharps and 4 flats, three octaves, to be played in triplets, slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

### **Solo Piece:**

Student must prepare at least one full movement of a grade 6 level piece found on the MMEA solo list:

<http://www.mmea-maryland.org/html/orchestra.php?id=2&PHPSESSID=1201e182be1e455994d7708b886f1007>

The movement should include both technical and lyrical sections. An alternate piece may be considered if approved by two county orchestra directors. A cadenza is not required.

### **Etude:**

An etude chosen from Kreutzer, 42 Studies and Caprices, #8 and beyond.

## Viola

### **Scales:**

Major scales, two octaves: G, E, A, F, Bb, Ab to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern; and three octaves: C, D, Eb, to be played in triplets, by slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

### **Solo Piece:**

Student must prepare at least one full movement of a grade 6 level piece found on the MMEA solo list:

<http://www.mmea-maryland.org/html/orchestra.php?id=2&PHPSESSID=1201e182be1e455994d7708b886f1007>

The movement should include both technical and lyrical sections. An alternate piece may be considered if approved by two county orchestra directors. A cadenza is not required.

### **Etude:**

An etude chosen from Wohlfahrt Foundation Studies Book 2 #43 and beyond.

## Cello

### Scales:

Major scales, two octaves: G, E, A, F, Bb, Ab to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern; and three octaves: C, D, Eb, to be played in triplets, by slurring three eighth notes per bow, followed by a three octave arpeggio, in the same note pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

### Solo Piece:

Student must prepare at least one full movement of a grade 6 level piece found on the MMEA solo list:

<http://www.mmea-maryland.org/html/orchestra.php?id=2&PHPSESSID=1201e182be1e455994d7708b886f1007>

The movement should include both technical and lyrical sections. An alternate piece may be considered if approved by two county orchestra directors. A cadenza is not required.

**Etude:** An Etude chosen from Dotzauer 113 Studies for Cello Solo, Book 2.

## Bass

### Scales:

Major scales, two octaves: F, C, Bb, G, D, and A to be played by slurring two eighth notes per bow, followed by a two octave arpeggio in the same pattern at the same tempo (quarter note = 92). Scales are to be played from memory.

### Solo Piece:

Student must prepare at least one full movement of a grade 6 level piece found on the MMEA solo list:

<http://www.mmea-maryland.org/html/orchestra.php?id=2&PHPSESSID=1201e182be1e455994d7708b886f1007>

The movement should include both technical and lyrical sections. An alternate piece may be considered if approved by two county orchestra directors. A cadenza is not required.

### Etude:

An etude chosen from F. Simandl, 30 Studies for the String Bass # 10 and beyond.