

# Ms. Lee – Commack Middle School Orchestras

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The National Core Music Standards agree on one of my most important goals in teaching orchestra. The **goal of independent music literacy** allows students the ability to continue their music endeavors as life-long learners.



## Classroom and Lesson Procedures

- ♪ Arrive on time with your instrument, music, agenda, pencil, and supplies
- ♪ Silence during lessons, rehearsal, and the tuning process
- ♪ Follow all orchestral etiquette signals
- ♪ No gum, food, or drinks
- ♪ No sign outs during orchestra rehearsals

## Students in Orchestra class will:

- ♪ Further develop their posture, self-evaluation, and playing skills in lessons, rehearsals, and practice at home.
- ♪ Continue to develop a greater understanding of musical elements, including pitch, rhythm, melody, harmony, timbre, form, expression, phrasing, and style.
- ♪ Deepen their appreciation for music through a wide variety of repertoire and performance opportunities.

## Lessons

1. Students should attend their scheduled lesson for maximum progress. If students have a test or test review during their scheduled lesson, they must let me know and attend the next make-up lesson.
2. It is the student's responsibility to give Ms. Lee their agenda for attendance signature verification.
3. Extra lesson schedule copies are available.
4. Make-up lessons and extra help will be posted on Ms. Lee's CMS website.

## Progress Reports

\*Missing music lessons

Rotating music lessons create a win-win situation because you receive individualized attention in both the music lesson and the extra help session of the class you missed. Groups are arranged by grade and instrument. Make-up lessons include a mixed group of violins, violas, cellos, and basses so it is best to attend the scheduled group lesson.

\*Music reading skills need improvement

Solid music reading skills are vital to developing your progress and skills. Please see Ms. Lee's Music Reading Skills tab on the eboard.

\*More home practice required

Learning a musical instrument requires consistent review of class and lesson concepts through practice at home. Students should schedule a minimum of five practice sessions per week. Two can be without an instrument.

## Concerts

There are four winter and four spring concerts. The concert date assignments will be posted on Ms. Lee's website. Tickets are not required and all are invited to attend.

## NYSSMA

Piano NYSSMA and Instrumental NYSSMA participation is encouraged. All registration forms are available on the district music website. Please see Ms. Lee if you would like guidance in finding a private teacher.



Creating	Criteria A Knowing and Understanding	Performing	Criteria B Developing Skills
	<p><u>Scales</u>                      Formulas, circle of 5ths, Tonality</p> <p><u>Technique</u></p> <p>Left Hand:                  Position (shape)                                     Fingering                                     Articulation                                     Accuracy of Shifts</p> <p><u>Intonation</u> (open strings, finger patterns)</p> <p>Right Hand:                Shape (Grip)                                     Bowing                                     Bow Distribution                                     Articulation                                     Arm Position</p> <p><u>Tone</u> (speed, weight, placement)</p> <p>Posture:                      Balance shoulders over hips                                     Soften muscles</p> <p style="padding-left: 40px;">1. Neck 2. Back 3. Arms and hands etc.</p> <p>Music Reading: 1. Rhythm (count and clap or say note values in rhythm)</p> <p style="padding-left: 40px;">2. Note Names 3. Finger Numbers 4. Pizzicato 5. Air bow 6. Slurs</p>		<p>Lesson Attendance (and optional private teacher) Extra Help Small Ensembles</p> <p><u>Interpretation</u></p> <p style="padding-left: 40px;">Dynamics: <i>pp, p, mp, mf, f, ff, cres., decres.</i> Bow speed Bow weight Bow placement</p> <p>Style:                        match articulations and vibrato with time period of composition</p> <p>Tempo:                      metronome translate Italian tempo words</p> <p>Phrasing:                  group notes into sentences sing it to find answers where did it sound good to take a breath</p> <p>Expression:                what story are you communicating to the audience</p> <p>Artistry:                    paint with sound tone color stage presence and effective communication play from the heart</p> <p><u>Sight Reading</u> Accuracy of Notes, Rhythms, Articulations, and Dynamics</p>

Connecting	Criteria C Thinking Creatively	Responding	Criteria D Responding
	<p>Practice Design Cycle skills at home Experiment with practice process Quality of Practice Journal Experiments Quality of Composition Projects</p> <p>NYSSMA Registration and Participation LISFA Chamber Festival preparation and audition Relevant Research (ex: Historical background of composer and music performance practice) Extra school performances Non-school performances Summer music camps</p>		<p>Apply observations of other learners/performers to improve individual progress</p> <p>Attend professional performances</p> <p>Use NYSSMA adjudication comments for practice guidance and future solos</p> <p>Adjust practice process to include improvements suggested in playing test comments</p> <p>Audition results</p>