



The McNary Concert Orchestra

Mr. Brandon Correa

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Orchestra Resource Website - www.correamusic.com

Welcome to Orchestra! This handbook will give you an idea of the skills you will learn this year, what our class requirements are and how you will be graded. Please take this home and share it with your parents and guardians. You will both need to **sign the contract** on the last page and please returned it signed to Mr. Correa by **Friday, September 5thth**.

Course Description: This is a mid-level orchestra class. Technical and musical skills learned in previous study are expanded in this class. The symphony strings class participates in at least four evening concerts a year plus festivals and competitions. Sectionals and out-of-class rehearsals are a regular part of this class. Students are encouraged to take private lessons and participate in solo and ensemble festival. **Audition required.**

Course Objectives: "A.S.K."

Attitudes

- Develop a sense of pride and enjoyment in playing an instrument.
- Develop poise and proper stage presence.
- Perform with confidence in a concert setting alone and in a group setting.
- Strive for the highest and enjoy the music making process.
- Promote a safe educational environment.
- Develop healthy problem solving techniques.

Skills

- Demonstrate through individual and group performance the personal application of interpretive musical elements.
- Read tonal patterns in major and minor proficiently.
- Interpret all standard musical terminology and symbols.
- Read and perform by sight, Level III orchestra literature.
- Read and perform all standard articulation markings found in Level II music.
- Establish the ability to perform independently of the conductor in adjusting for blend, balance, pitch, dynamics, articulation, tempi, and phrasing.
- Refine all previous bowing techniques relative to Level III orchestra literature.
- Demonstrate motions leading to sautille and ricochet (jete) bowings.
- Demonstrate an understanding of the following keys: CM, GM, DM, AM, Fm, Bbm, Ebm, Am, Em, F#m, Dm, Cm, Gm, and chromatic scales.
- Refine fingering, vibrato, and shifting for technical facility and musical outcomes.
- Properly identify chords and intervals by ear.
- Able to echo basic musical performance to the point of advanced expression.

Knowledge

- Understand through aural experience how other performers apply the elements of interpretation to music performance.
- Understand the principles of body motion and weight distribution, as applied to performance.
- Know all positions through seventh.
- Demonstrate understanding of the impact western orchestral music had in history, society, and culture.

Grading Criteria:

Concerts, assemblies, festivals, adjudications, out-call performances all have a potential **30 point** possible.

Participation includes being in proper dress attire. Non-participation in a concert, assemblies, festivals, adjudications, or out-call performances without proper excuse will result in a loss of 30 points.

Non-participation in an individual hearing will be able to be made up after appropriate time for the student to catch up following the illness or conflict. There will be no loss of points.

Individual hearings will be held regularly to determine accurately a student's current performance product, where their abilities relative to proper pitch, tone, and rhythm will be carefully evaluated on a **30-point** possible standard.

The evaluation includes a 10-point possible rating in each of the three categories listed above, for a maximum possible of 30 points.

The grading is done on a product-oriented basis, not a curve, which gives each student an absolute standard to compare their progress, and unlimited opportunity to develop based upon consistent and purposeful practice routines.

The grading procedure is listed immediately below, and is applied to each of the three categories:

- a) 10 – 9 = no noticeable weakness, occasional but slight refinement possible, but performance is of high quality, and without question ready for public display.
- b) 8 = generally acceptable playing, with noticeable need for some attention in several spots that would affect a performance negatively.
- c) 7 = frequent and obvious faults, with definite interruptions that would jeopardize an entire performance.
- d) Less than 6 points in any category is unacceptable. Make up necessary.
- e) 10 – 9 = A; 8 = B; 7 = C; 6 = D.

Comments are provided immediately for each student to review in order to remedy those areas of greatest concern. Verbal feedback is given following the hearing to reinforce the more critical aspects of the hearing, including positive high points, which further reinforces the student's perception for what is highly valued by the instructor for their particular personal development.

Attendance at all sectionals and scheduled concerts appearing on the school calendar are mandatory unless a family emergency or illness precludes participation in those scheduled events.

-Whenever students have received a written addendum to their calendar with at least a two-week advance notice, those items will also become mandatory.

-Absence from any scheduled events. i.e. sectionals, concerts, festivals, etc. will result in the loss of all points associated with that particular event.

-Absence, without appropriate excuse, from a sectional will result in the loss of the 5 points possible for participation.

Daily participation Each student will be seated and prepared to commence tuning and begin warm-ups.

Consequences:

<i>Failure to Participate</i>	<i>5- point loss</i>
<i>Disruptive Behavior</i>	<i>5- point loss</i>
<i>Unexcused tardiness</i>	<i>10- point loss</i>

Progress, semester and final grades are determined by the average of the individual hearing tests, concert scores, and attendance points from sectionals.

The number of points which were lost due to late arrivals, non-attendance at sectionals, concerts, assemblies, festivals, adjudications, and out-call programs are deducted from the total points achieved prior to the averaging process.

Class Materials

Bring the following items to every rehearsal unless otherwise stated.

- *Your instrument and bow*
- *Special needs for your instrument (rosin, cleaning cloth, shoulder rest, rock-stop)*
- *Music folder, sheet music and assigned books*
- *Sharpened pencil (NO pens, not even the "erasable" kind)*

Concert Attire: Unless otherwise stated by the director, clothing for all performances will be:

Ladies:
Black blouse (long sleeves preferred) and
Black slacks or floor-length skirt and
Black dress stockings and shoes

Gentlemen:
Black Dress shirt
Black dress pants
Black dress socks and shoes

If you are unable to acquire the appropriate clothing, please contact Mr. Correa.
Students who are inappropriately dressed will not be allowed to perform and will lose points.

Calendar of Events

- October 30, 2014 – Fall Orchestra Concert – McNary Auditorium – 7:00PM
- December 10, 2014 – Winter Orchestra Concert – McNary Auditorium 7:00PM
- December 16, 17, 2014 – Winter Music Concert – McNary Auditorium – 7:00PM
- January 15-18, 2015 – All-State Orchestra (Select Students only) Eugene, OR
- February 12-15, 2015 – Northwest Orchestra (Select Students only) Spokane
- February 21, 2015 – SK All-City Concert (Selected only) – North Salem HS – 7:00PM
- March 10, 2015 – Spring Orchestra Concert – McNary Auditorium – 7:00PM
- March 14, 2015 – District Solo Competition (Selected only) – McNary HS – All day
- April 11, 2015 – District Orchestra Festival – West Salem HS – Time TBA
- May 2, 2015 – State Solo Competition - (Selected only) – Portland – All Day
- May 14, 2015 – State Orchestra Championship – OSU – All Day
- May 28, 2015 – McNary Area Wide Concert – McNary Gym – 7:00PM

All dates are subject to change. Check www.correamusic.com regularly.

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2014 McNary Intermediate Orchestra 2015

ORCHESTRA SYLLABUS PARENT ACKNOWLEDGEMENT FORM

Student Name: (please print) _____

Parent or Guardian's Name: (please print) _____

Students *and* parents or guardians: read this syllabus carefully. Sign your name if you understand and agree to abide by the policies in this syllabus. Include comments or questions on the back of this form and return it (below the dotted line *only*) to Mr. Correa. Keep the rest of the syllabus so that you can refer to it later.

Parent/Guardian's Signature: _____

Student's Signature: _____

*Thank you in advanced for all you help and support! This will be a great year!
Let's make some beautiful music!*