

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: Citrus Valley High School Department Performing Arts  
(course offerings will be made available for all schools)

**Contact Information**

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**Course Information**

Course Title: Broadway Orchestra II Transcript Name (15 Max): Broadway Orch 2

Length of course: two semesters Amount of Units: 10  
(one semester, two semesters, or one-year course)

Area of Credit: Elective  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Yes - single subject music Additional Training: \_\_\_\_\_

Department Review Date: [Signature] Dept. Signature: 4/8/24

Site Administrator Signature: [Signature]

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: Julie Swan Date reviewed: 04/08/24

- District section of this form is appropriately completed
- All required attachments are affixed and appropriate
- Site signatures current and appropriate

Recommendation:  Approve  Do Not Approve Signature: [Signature]

**Course Approval Curriculum Committee**

Approved by: Unanimous decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: [Signature]

Board Submission Date: May 7, 2024 Board Approved Date: \_\_\_\_\_

## Broadway Orch II

### Course Outline

#### Course Overview

“Broadway Orchestra II” is an innovative course designed for 12th graders who have already completed Broadway Orchestra I. Students enrolled in this advanced course will be responsible for guiding and showcasing their knowledge and experience gained from year one. Students will receive opportunities through master classes with professional musicians to train them on the audition process and the standards expected of them when choosing to pursue an undergraduate degree or trade school certification post secondary school. Students will learn about budgets, contracts, and negotiations as well as benefits and risks of joining a musicians union. During their time in Broadway Orchestra II, students will also build upon their leadership and communication skills by rehearsing and conducting musical theater standards. At the conclusion of year two, students will have the skills necessary to succeed as a pit orchestra musician in today’s world.

#### Prerequisites & Co-Requisites & Target Student Population

**UC Subject area:** Visual & Performing Arts (F) / Music

**UC honors designation?** No

**Prerequisites:** Broadway Orchestra I

**Co-requisites:** Private or group lessons are strongly encouraged (recommended)

**Integrated (Academics / CTE)?** Yes

**Grade levels:** 12

**Target Student Population:** Instrumental music students with a degree of proficiency in technique and repertoire.

#### Course Content

Upon completion of year two, students are expected to demonstrate the following:

1. General Education
  - 1.1 The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
  - 1.2 An ability to address culture and history from a variety of perspectives.
  - 1.3 Understanding of, and experience in thinking about, moral and ethical problems.
  - 1.4 The ability to respect, understand, and evaluate work in a variety of disciplines.
  - 1.5 The capacity to explain and defend one’s views effectively and rationally.
  - 1.6 Understanding of and experience in one or more art forms other than music.
2. Musicianship
  - 2.1 An understanding of and the ability to read and realize musical notation.
  - 2.2 The ability to hear, identify, and work conceptually with the elements of music -- rhythm, melody, harmony, structure, timbre, texture, and so forth.

2.3 An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.

2.4 An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.

2.5 The ability to develop and defend musical judgments.

### 3. Performance

3.1 Ability in performing areas at levels consistent with the goals and objectives of the units and course work.

3.2 Ability to sight-read.

3.3 An understanding of procedures for realizing a variety of musical styles.

## **Honor Musical Pit Production (4 weeks)**

- 20 In Class
- 0 Lab
- 0 Out of Class
- 20 Total

During the first six weeks, students will have the opportunity to practice and perform in the honors production. Each week of rehearsals, students will be expected to write entries in their rehearsal journal and document this process. Two weeks of the unit will focus on the music in Act I and the following two weeks will focus on Act II. After four weeks, students will give a performance assessment and will be expected to play any excerpt from the musical of the teacher's choosing.

### **Key Assignments:**

Musical Observation - (Summative) - the instrumental students will watch a recorded professional production of the honor musical together. Based on their knowledge from Year 1, students will write and submit notes. The notes written by students will be answers to guided questions given by the teacher.

Musical summary - (Summative) students will be expected to write a one page report summarizing the synopsis of the musical and give character descriptions. Students will need to include the instrumentation used in the orchestra.

Choreo Rehearsals (Formative) - Similar to a pianist playing at dance rehearsals, each instrument family will be expected to attend and play at a choreography rehearsal twice (once a week for the last two weeks of the unit). For example, woodwinds will be called on Monday, Brass will be called on Tuesday, etc. The point of this assignment is for students to get better acquainted with the movement of the musical.

### Vocab Terms:

**Storyline:** extra-musical narrative that inspires or explains the structure of a piece of music

**Set:** sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording

**Staging:** environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

**Collaboratively:** working together on a common (musical) task or goal

## **Musical Collaboration (4 weeks)**

- 10 In Class
- 0 Lab
- 10 Out of Class
- 20 Total

During these next four weeks, students will be expected to collaborate with the vocalists in the musical production. They will play through a sitzprobe and wandelprobe as well as a full tech-week before the performance dates.

### Key Assessments:

**Group Performance Assessments (Formative)** - This unit will begin with a performance assessment. Students will be graded as an ensemble and will be expected to play an excerpt from the musical of the teacher's choosing. This differs from their Year 1 performance assessment as students will not be performing solo but as a group.

**Tech-Week Endurance Check** - Tech week can be an intensive week for musicians and singers and it is important for students to be energized and fully attentive at every rehearsal. Students will create a list of their hourly activities and can write as little or as much as possible. The point of this assignment is for students to be aware of the hours they're spending on specific activities and how to mentally take care of themselves during an arduous week of playing.

**Performance Post-Mortem Reflection (Formative)** - Similar to their Year 1 post-mortem, students will need to write a reflection on their performance journey. Some of the aspects students will be asked to reflect on will include: collaborating with singers, set up requirements, performance endurance, and equipment care.

### Vocab Terms:

**Ability:** natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction

**Concepts, music:** understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

**Present:** share artistic work (e.g., a composition) with others

## **Mentorship (5 weeks)**

- 5 In Class
- 10 Lab
- 25 Out of Class
- 40 Total

During the start of the second quarter, students will focus on their leadership and communication skills (*AME Standard 9.0 Leadership and Teamwork*). As year 1 students are preparing for their first repertoire recital, second year students will act as a jury for their peers. Keyboardists in year 2 will provide accompaniment for year 1 instrumentalists. Concurrently, year 2 students will be given a musical theater song to conduct, and the ensemble will consist of year 2 classmates. During this time, these students will learn how to read, analyze, prepare, rehearse, and conduct a score. The final assessment for this project will be conducting recital at the end of the quarter. Based on the long term career goals of the performing arts students, students will design the various elements of putting on a showcase concert including scheduling, marketing, and product design.

### **Key Assignments:**

**Student Jury Rubric- Formative-** Students will design a rubric to assess their mentee students for their jury performance. Before students have the opportunity to assess their mentee, students will be given a broad range of recordings to listen to (recordings will be based on level e.g. amateur vs. professional). Based on these recordings, students will learn how to formally assess a performance based off articulation, tone, intonation, rhythm and musicality.

**University Evaluation and Application- Summative -** students will put together a comprehensive checklist of university music audition requirements. Students will also be expected to have 3 letters of recommendations (1 from an academic educator, 1 from an elective educator, and 1 from a professional musician from SSP's partnership). A video recording of their audition requirements will be submitted as the final process.

**Advertisement Poster for Showcase Concert (Summative) -** students will be in charge of creating a poster that advertises their showcase concert. Poster must consist of the performer's name, date, time, and location. In order for students to create successful and consistent posters, they will all be

expected to work on the website Canva (<https://www.canva.com/>). There will be a demonstration on how to work this website beforehand.

### **Vocab Terms:**

**Craftsmanship:** degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

**Performance technique:** personal technical skills developed and used by a performer

**Standard notation:** system for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

**Music literacy:** knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

## **Specialization (3 weeks)**

In this unit, students will have the option to choose a specialization. Their three options will be score analysis/conducting, DAW presentation, or a solo performance jury. If students decide to analyze and conduct a score, it will be their responsibility to put together and rehearse a small ensemble consisting of year 1 members. Students who decide to specialize in DAW demonstration will be expected to transcribe 1 full song from any musical of their choosing onto a DAW system. Students will need to incorporate all articulation, dynamics, and lyrics onto their transcribed score. The transcribed piece will be presented to the class. Students who specialize in a performance recital will be expected to perform their collegiate audition pieces.

### **Key Assignment:**

Rehearsal schedule for year 1 performers - students will create a rehearsal schedule for their performers. Students are expected to create a timeline of what will be practiced in these rehearsals and submit the schedule before the first rehearsal.

DAW Presentations Questionnaire (Summative) - Students who decide to specialize in DAW transcription will be given a lesson on the free notation software Noteflight ([noteflight.com](https://noteflight.com)). After the lesson, students will be presented with a short melody and will need to demonstrate their knowledge by transcribing the melody. After completing this exercise, students will be ready to transcribe a score

Performance Program - students will be expected to format a performance program for their recital. Program should consist of: title of their pieces, composers, and composers' years. A short

bio of the performer will also need to be included. Students will be given a variety of layouts to choose from and help guide them through this creative process.

### **Vocab Terms:**

**Create:** conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

**Creator:** one who originates a music composition, arrangement, or improvisation

**Melodic passage:** short section or series of notes within a larger work that constitutes a single coherent melodic idea

**Melodic pattern:** grouping, generally brief, of tones or pitches

**Rhythmic passage:** short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

**Rhythmic pattern:** grouping, generally brief, of long and short sounds and silences

### **Entrepreneurship (6 weeks)**

This unit will present students with a focus on career preparedness and financial awareness (*AME Standard 3.0 Career Planning and Management*). Lacking in most secondary schools is adequate instruction and mentorship in the ways and means of financial responsibility. Due to the competitiveness and gig based economy of the A.M.E. industry, students will learn about budgets, contracts, and negotiation. They will also learn the benefits and risks of joining a musicians union. Finally, students should have an idea during this quarter of what their plan is after high school and will be given instruction and mentoring on best practices of balancing course load and work hours as a developing musician. Guest speakers (professional musicians through the Redlands Symphony Orchestra) will provide assistance for our students regarding the auditioning process and the beginning steps of initiating a career as a pit orchestra musician. At the culmination of this quarter, year 2 students will be given a mock blind audition. Each student will prepare one piece and sight-read an excerpt in front of a two-member jury that will consist of experts in the field.

#### **Key Assignment:**

Mock union versus independent contractors- Formative - students will be assigned to one of two teams (unionized or independent contractors). Students will be tasked with presenting and advocating for their assigned group. Their goal is to persuade a jury of year 1 members to either unionize or be an independent contractor.

Contract Signature - students will be given 3 mock contracts to read in its entirety and will be required to pick one to accept. They will need to explain their reasoning for accepting and declining the contracts.

Cost Analysis Spreadsheet- Formative - Students will break down the differences in operating a studio via a private home or retail space. They will also consider the expected income per student versus the hours and time they will need to maintain performance opportunities outside of their private studio.

## Vocab Terms:

**Artistic literacy:** knowledge and understanding required to participate authentically in the arts

**Explore:** discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

**Function:** use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising

**Imagination:** ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (see Audiate)

## Rehearsal Methods (4 weeks)

Students will spend the four weeks as a senior member of the pit orchestra for the teacher selected large scale musical in collaboration with Choral, Theater, and Instrumental programs (*Standard B5 Apply instrumental skill to perform repertoire*). Students will be expected to be able to play both a primary and secondary instrument in the pit and be lead members of the ensemble leading sectionals as well as accompanying the actors during both the audition and rehearsal process (*AME Standard 11.0 Demonstration and Application*). Having an integral role in the process for the production allows the cohort to experience the necessary performance skills and preparation responsibilities that will be demanded of them in the professional world.

Instrument Fingering Charts and Mechanics/Procedures Posters (Formative) - Students will be given an erasable poster with a drawing of a specific instrument consisting of blank labels. To demonstrate their knowledge, students will need to label each part of the instrument

Hardware and Resource Evaluation (Formative) students will be testing mutes, pedals, reeds, bows, and amps specific to their instrument family and generate an evaluation to present to their peers.

Equipment and Materials Exam - Students will be presented with a physical instrument and a few questions on how to upkeep their instrument. Based on their specific instrument, they will need to demonstrate their knowledge to the class (e.g. unpacking/packing up their instrument correctly, knowing the correct cords to use, how to keep an instrument clean).

## Vocab Terms:

**Enduring understanding:** overarching (aka, —big||) ideas that are central to the core of the music discipline and may be transferred to new situations

**Intent:** meaning or feeling of the music planned and conveyed by a creator or performer

**Stylistic expression:** interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

## Large Scale Musical Production (4 weeks)

During these next four weeks, students will be expected to collaborate with the vocalists in the musical production. They will play through a sitzprobe and wandelprobe as well as a full tech-week before the performance dates. Students will use these next four weeks to mentor year 1 students as this will be year one's first musical endeavor.

Pit Placement visual chart (Summative) - Students will have to put together a visual outline of a pit orchestra. They will need to correctly place where each family of instruments will sit as well as determine the equipment needed.

Observing a professional musical theater show in person (Summative) - Students will have the opportunity to attend a professional musical theater production. After the performance, students will need to assess and reflect on what they just observed. Students will have the opportunity to speak to a few musicians in the professional pit and put together questions to ask the orchestra members.

Instrumental Link Crew (Summative) - Year 2 students will be assigned Year 1 instrumentalist(s) to help guide them through the process of this collaboration. Year 2's responsibilities will include leading sectional rehearsals and/or lessons on the material, endurance check-ins, and a check-list of materials needed for instrumental care.

Vocab Terms:

**Interpret:** determine and demonstrate music's expressive intent and meaning when responding and performing

**Interpretation:** intent and meaning that a performer realizes in studying and performing a piece of music

**Vocables:** audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

**Vocalizations:** vocal exercises that include no text and are sung to one or more vowels

## Senior Recital (3 weeks)

Following the musical, year 2 students will put together a senior recital and perform for a public audience. Students will collaborate with one another to put together one program as well as advertisement posters. The recital can feature different genres of music with a variety of instrumentation (solos, duet, trios, etc.). Students will receive a coaching masterclass led by collegiate students from the local university to help better prepare them for this performance.

Formative- Collaborative Senior Recital Program - students will be expected to gather all the pieces that will be performed at this senior recital and create one program that includes the performer's name, the title(s) of their piece, composers' name as well as dates.

Ensemble Member of the Year - students will pick who they believe should win ensemble member of the year. They will have to complete a document where they will be explaining the reason why they chose this student to receive this award.

## **Portfolio (2 weeks)**

For the final 2 weeks of the students participation in the course, they will be drafting and completing their musical portfolio for final assessment. The portfolio will consist of their various pieces of evidence over the course of two years in the course, including performance recordings, compositions, charts and data-driven projects, and self-reflections of their progress musically and professionally. Upon completion, students will have an exit interview with a teaching panel to present their materials and discuss their options moving forward beyond their secondary education to determine what paths might be best for them as they pursue music and performance beyond the high school classroom.

Two Key Assignments-

Portfolio Assessment - Students will be expected to put together a portfolio that will include a list of their accomplishments, evidence of their specialization (see Specialization unit) , a recording of an ensemble performance, a list of their repertoire, a resume, and 3 letters of recommendation. This digital portfolio will

Exit Interview - For this final assignment, students will sign up for a 15 minute interview slot. Students will be expected to dress professionally for this interview. They will be given practice questions beforehand to prepare for the interview. The panel will consist of 2 teachers and 1 professional musician from our SSP partnership. Students will need to come prepared with their resume and evidence of one of their specializations.

### **Course Materials Needed**

- 5 Macbooks with the DAW system Logic Pro X installed (classroom is already equipped with these materials)
- 5 MIDI piano keyboards (classroom is already equipped with these materials)
- iPad for each individual student (classroom is already equipped with these materials)
- Chromebook
- Manuscript Book
- Musical Instrument