

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: **Orchestral Music,**
Grades 9,10,11,12
Length of Course: Full Year

Curriculum

Course Description: High School String Orchestra is a full year course designed to provide students with a continuation of musical skills developed in middle school. This course is a developmental performance-based group and students are expected to reach a proficiency level on their instruments conducive to playing level IV- V music through unarranged urtext music at a professional level. They will have knowledge of the technical skills applicable to their respective instrument. String Orchestra is an elective, performance class open to all string players who have completed the middle school string program, or its equivalent outside the system. It is a full year course and includes students from grades 9-12. * Orchestra meets five times a week. In addition, small group lessons provide individualized attention for each student's personal growth. Through guided practice and performance, students successfully perform a wide variety of ensemble literature as well as works of noted composers, popular songs and contemporary works. In addition to developing the necessary skills associated with playing traditional stringed instruments, the course enables students to make informed critical and aesthetic judgments, create music, and understand the historical and cultural influences of music.

The goal of String Orchestra is to develop an artistically informed student, knowledgeable of music terminology and symbols, technically competent on his/her Instrument, and self-assessing of his/her own progress and performance.

* Note: Music performance as implemented in the orchestra program is unique in its individual continuous progress approach. Students enter the program at differing levels of competency and readiness; as they progress through the high school grades, students are brought to the next level of mastery at their own pace.

Standard 1.1 (The Creative Process)

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art as well as demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic and more complex structures.

Big Ideas: Course Objectives / Content Statement(s): Cultural traditions have specific characteristics which influence recognizable musical forms; compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

As students mature at a high school level, their understanding of innovative applications of the elements of music from diverse cultural perspectives will broaden.

Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • What are the stylistic differences and similarities among different genres of music? • How did the cultural norms of the times influence the development of music? • How does the understanding of music advance their interest through an in-depth study of music repertoire of various cultures? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Music reflects the character and traditions of different cultures. • The elements of Western and non-Western music require active listening skills to be able to analyze diverse cultural genres. • The study of genres and their evolution help them understand and perform the string music of today • The study of genres and their evolution help them understand what the music is and how it may have sounded in another time.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.1.12.B.1- Analyze stylistic differences among various genres of music Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions</p> <p>1.1.12.B.2- Develop the ability to sight-read advanced notation. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Assessment (personal, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to the aspects of meter, rhythm, tonality, intervals, chords and harmonic progression. • Modeling style and techniques specific to various musical genres and cultures. • Performance of complex musical scores from diverse cultural contexts. <p>Sample Assessments: Students will:</p> <ul style="list-style-type: none"> • Identify advanced musical forms. • Understand compositional techniques in different styles and genres of string music vary according to their prescribed set of rules and synthesize this knowledge in the deconstruction and performance of musical scores, which are more complex in nature. • Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to

establish unity and variety in genres of musical compositions.

- Use the bow appropriately to reflect the specific articulation of the composer and historical era including bow techniques of tone and control in producing legato, detache, martele, colle, spiccato, sautille, portato, barriolage, pizzicato etc.
- Use left hand technique to include the nuances necessary to express different genres and cultures of music including vibrato, intonation, shifting and harmonics.
- Develop an advanced ensemble concept reflective of balance, timbre, blend, rhythmic accuracy and dynamics.
- Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.

Instructional Strategies:

Interdisciplinary Connections

- School-wide multicultural programs
- History is used to make sense of the time and place in which the music is being created.

Technology Integration

- Musical software programs are used for musical arranging, composition, performance and recording. An essential component to enhance student learning (Audacity, Noteflight, Smart music, Sibelius)
- CDs and DVDs help demonstrate various string techniques of diverse cultures and serve as models for tone on a string instrument- method book has listening examples of various genres and styles of violin, viola, cello and bass.
- Internet and radio serve as wonderful resources for students to explore and research different musical genres.
- Recordings reinforce that meter,

	<p>rhythm, and tonality are determining factors in the categorization of musical genres.</p> <ul style="list-style-type: none"> • Camcorder and computer recordings help students to analyze the differences among various genres of music. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Analyze and compare the pros and cons of print and electronic texts that support an author's opinion • Evaluate various media messages for credibility • Compare and contrast how the various forms of media cover composers and music genres <p>Global Perspectives</p> <ul style="list-style-type: none"> • Music and composers of various cultures are assessed and studied and students will be able to find similarities and differences. • Understand and demonstrate individual, social and civic responsibility, including a global concern, tolerance, and respect for others.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>The instructor will use any or all of the following methods and techniques to help students accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with the challenges of the 21st century based on their own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> • Composing using creativity and innovation in various styles of music. • Performing and analyzing music of diverse cultures and eras. • Critical Thinking and Problem Solving at an advanced level in discerning the categorization of different genres. • Listening and evaluating music hones a student's skill in critical thinking and problem solving. • Communication and Collaboration • Whether evaluating and assessing

music or creating music students will find it is a team sport.

- Modeling the fundamentals of each member of the string family
- Visual examples of musical concepts of diverse cultures
- Producing written projects, including simple compositions in various styles.
- Performing supplemental exercises geared toward the best string pedagogy and using assignments for technical issues such as bowing, tone, note-reading, fingering, articulation etc
- Performing sight-reading challenges in the prescribed set of rules of certain styles of music.
- Differentiation of expectations for performance based on student's individual readiness level
- Demonstrating musical independence and creativity.

Information Literacy

- Students will be asked to use the internet and library in order to find information about composers of Western and non-Western music.
- Utilize community resources to foster continual growth and development.

Media Literacy

- Students will read about the history and time periods of various orchestral works.

Life and Career Skills

- There are more and more life and career skills for music, but more than anything, music is a basis for an orderly and organized mind.
- Develop a broad familiarity with the world of music to enhance their career potentials and opportunities.

Standard 1.2	
History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: The development and practice of string performance will foster a positive connection between critical thinking skills, lifelong learning, personal expression, and support the intellectual, social and personal development of each learner. Furthermore, it will enhance contribution to community and global citizenship into the twenty-first century.	
Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • How does music universally connect different cultures and how does it impact music making in the way that audiences respond to the music? • How does music universally connect different time periods? • How does studying different genres help students better understand musical form? • How does the study of different genres help students become authentic performers? • How do technological changes influence the development and nature of the arts? • How does music positively influence the quality of an individual's lifelong learning and personal expression? • How does the study of Chamber Music make students become more independent players who are forced to use more cognitive thinking skills, which will lead them to greater sensitivity in their playing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Music reflects the character and traditions of different cultures and justifies the impact of innovation on the arts. • Music reflects the different styles, forms and their evolution with in a given time period. • The study of genres and their evolution help them understand and perform the more advanced string music of today. • The study of string music of diverse cultures and different historical eras assists in understanding specific cultures. • The arts reflect cultural mores and personal aesthetics throughout the ages. • The impact of innovations in technology (availability of music on line and music always at your fingertips such as IPODS etc.) has affected societal norms and habits.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.2.12.A.1-Determine how music has influence world cultures throughout history	<ul style="list-style-type: none"> • Assessment (personal, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to different cultures, genres, and time periods • Modeling style and techniques specific to various musical eras and
1.2.12.A.2- Justify the impact of innovations in music (availability on line) on social norms and habits of mind in various historical eras.	
1.2.12.A.3- Analyze the social, historical and political impact of artists on cultures and the impact of culture on the arts.	

cultures

Sample Assessments: Students will...

- Perform advanced orchestral music of different forms, composers, and time periods, which will provide insight into the lives of people and their values.
- Be able to identify the following advanced forms of music (symphonic music, suites, concertos, sonata, overtures, rondo, call and response, minuet, waltz, blues, and transcription and original works.
- Understand the various rhythms and nuances of different dance forms of different cultures and multi cultural roots.
- Develop and awareness of intonation through learning the scales both major and minor around the circle of 5ths.
- Develop and awareness of the varied and changing time signatures and their performance requirements which are reflected in works of different cultures.
- Learn and understand the life and cultural/social influences upon the composers of the works being studied.
- Recognize advanced musical characteristics from different genres and cultures and realize that correct use of the bow, including proper bow hold, posture and position, speed and weight of the bow work together for a more focused tone and to make the music stylistically accurate.
- Use more advanced bow techniques such as spiccato, martele, louree, sautille, barriolage and portato to enhance music of different cultures.
- Use more advanced bow techniques applicable to modern music.

- Demonstrate correct left hand technique including, vibrato, shifting and harmonics.
- Music is a universal language that crosses cultural and language barriers throughout time.

Instructional Strategies:

Interdisciplinary Connections

- School wide multicultural programs
- Math is used to teach counting in music and is broken down into numerals and fractions.
- Physics is used to develop understanding of the movement of sound.
- History is used to make sense of the time and place in which the music is being created.

Technology Integration

- CD's and DVD's – help demonstrate various string techniques and serve as models for instrumental tone, literature and analysis (i.e. Method book listening examples)
- Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
- Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)
- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Smart music, Sibelius)
- Camcorder and computer recordings- help students analyze their own strengths and weaknesses.

Media Literacy Integration

- Develop criteria/rubric to judge the effectiveness of visual and verbal presentations

Global Perspectives

- Introducing different cultures, genres, composers, time periods and forms and tracing the history of

	<p>music in world cultures.</p> <ul style="list-style-type: none"> • Develop a unit designed by the students on their understanding of advanced music of different cultures.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> • Modeling examples of forms/genres as they apply to each instrument • Visual examples of musical concepts • Assignments and sight-reading of discipline-specific string terminology. • Ear training and listening skills which will develop sensitivity to pitch, rhythm, timbre, dynamics, form, melody and the application of playing techniques. • Assigning written projects, including simple compositions which stress different cultures and genres of music. • Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. • Differentiation of expectations for performance based on student's readiness • Individual or small group performances on violin, viola, cello or bass • Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials • Demonstrating the prescribed rules and forms used to create music, such as melodic line and chordal structures. • Continue to play and subdivide rhythms in grade IV and beyond

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Standard 1.3	
Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Big Ideas: In order to create an authentic musical performance, the musician must be able to sleuth out the intentions of a composer as presented on the printed page through a variety of notations and symbols. In addition, the performer must have a formal knowledge of and thereby, be able to accurately express, the music of a variety of genres, cultures and historical eras at an advanced level and thereby enhance positive feelings of self worth.	
Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • How does the composer tell a performer to perform the dynamics of a piece of music? • Where would you go to find out more about an unfamiliar notation system? • How does learning music make one culturally aware? • How can I modify a piece of music so that the listener can make the connection between the original and my variation? • How does the time and place in which a piece is composed affect how I perform it? • How can I interpret the composer’s intentions to make the piece more musical? • How can I use a careful analysis of written music and other data to make a better interpretation of the composer’s intention? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Interpreting music is a responsibility. The performer must use a variety of “clues” to help create an authentic performance. • There are differences between the music of different cultures, eras, and genres. A skilled performer knows whether these differences are substantial or subtle. • Through good technique, posture and structured practice the student will learn the control to bring nuance and subtle differences into his/her performance. • By understanding the structure of an advanced piece of music the student can improvise on a piece (harmonically or rhythmically) while preserving its original integrity
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.3.12.B.1- Analyze compositions from different world cultures and genres with respect to technique, musicality and stylistic nuance. Perform excerpts with advanced technical accuracy, appropriate musicality	<ul style="list-style-type: none"> • Assessment (self, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to different cultures, genres, and time periods

and the relevant high-level stylistic nuance.	<ul style="list-style-type: none"> • Modeling style and techniques specific to various musical eras and cultures • Advanced Technique, especially the ability to improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. • Advanced Vocabulary • Advanced Note reading, symbols and terms • Advanced Music theory, especially the theoretical understanding of musical composition • Delineate what students are expected to know • Focus on sound research-based theories of music • Encourage careful experimentation with new practice and creative use of prior knowledge. • Develop an advanced ensemble concept reflective of balance, timbre, blend, rhythmic accuracy and dynamics.
1.3.12.B.2- Analyze how the elements of music are manipulated in original or prepared musical scores.	
1.3.12.B.3- Improvise works through the conscious manipulation of the elements of advanced music, using a variety of traditional and non-traditional sound sources, including electronic sound-generating equipment and music generation programs.	
1.3.12.B.4-arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and or analyze prepared scores using music composition software.	
	<p>Sample Assessments: students will...</p> <ul style="list-style-type: none"> • Perform (i.e. concerts, informal peer performance, videotaping and recording/analysis of performances.) • Perform for various town related events • Critique performances (peer performance, YouTube performances, concert programs of their own performance) with an eye toward the accurate interpretation of the composers' intentions. • Develop skills and attitudes

necessary to become self-directed, life-long learners and appreciators of music.

- Adjudication at chosen festivals.

Instructional Strategies:

Interdisciplinary Connections

- School wide multicultural programs
- Science is used to teach the physics of sound.
- Math is used to teach counting in music and is broken down into numerals and fractions.
- History is used to make sense of the time and place in which the music is being created.
- Visual and photographic art are used to show musical concepts and historical relationships through time.

Technology Integration

- CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis(i.e. Method book listening examples)
- Metronomes and tuners - help to fine-tune rehearsals and performances.
- Internet & radio – serve as wonderful resources for students to explore and research different musical genres(i.e. You Tube)
- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Smart music, Sibelius)
- Camcorder and computer recordings- help students analyze their own strengths and weaknesses.

Media Literacy Integration

- Make inferences based on the content of media about composers and musical forms and be able to draw sound musical conclusions.

Global Perspectives

- Enhancing the understanding of different cultures through the study of various genres, composers, time

	periods and forms.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> A. Modeling the advanced elements of style B. Introducing advanced vocabulary and relating same to aural examples C. Assigning improvisational projects, including devising a simple variation on a theme D. Assigning playing assignments that match the concepts being presented in the teacher lesson plan and relating to the ensemble performance. E. Providing supplemental exercises and assignments for technical issues such as: bow control, using “bow lanes” to vary volume and intensity, spicatto, etc) at an advanced level. F. Encouraging and providing sight-reading challenges, which will aid students in the attainment of All State level of performance. G. Differentiation of expectations for performance based on student’s readiness level in a diverse 9-12 situation. H. Final culminating public performances with full orchestra twice per year I. Individual or small group performances including a variety of chamber music for all levels. K. Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

<p style="text-align: center;">Standard 1.4</p> <p>Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p>Big Ideas: Music has been used by all cultures for centuries in a wide variety of purposes. It is incumbent upon the interpreter to understand the original purpose of a piece of music and</p>

create an authentic and culturally sensitive experience for the listener and dependent on the ability to decipher cultural implication embedded in the music. As students advance and experience more intricate music, they are called upon to reflect on their understanding of basic music theory and then to expand on that model through individually guided and group guided experiences.

Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning?	Enduring Understandings What will students understand about the big ideas?
<ul style="list-style-type: none"> • How can I, as a performer, convey a variety of emotions to the listener? • What are the clues I can use to discern the original purpose of a piece of music? • How have the accepted societal norms in music changed over the centuries? • How does culture affect the way I perform music? • What awareness do I need to uncover hidden or implied meanings in music and then convey them to the listener? • What makes a piece of music traditional? • What makes a piece of music modern or contemporary? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • One's perspectives influence historical interpretation of music. • Great music addresses universal themes of human existence. • Music can communicate ideas and feelings. • By assessing their performances and using critical problem solving skills they can enhance future performances as both a performer and audience member.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music.</p> <p>1.4.12.A.2-Speculate on the composer's intent using specific music terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3- Develop informed personal responses to an assortment of musical works across the disciplines using historical significance, craftsmanship, cultural context and originality as criteria for assigning value</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Assessment (personal, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to different cultures, genres, and time periods • Modeling style and techniques specific to various musical eras and cultures • Generate observational and emotional responses to diverse culturally and historically specific works of music. <p>Sample Assessments:</p>

to the works.	
1.4.12.A.4-Evaluate how exposure to various cultures influences individual emotional, intellectual and kinesthetic responses to music.	<ul style="list-style-type: none"> • Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments as it applies to tempo, dynamics, articulation and form.
	<ul style="list-style-type: none"> • Develop an advanced ensemble concept reflective of balance, timbre, blend, rhythmic accuracy and dynamics.
	<ul style="list-style-type: none"> • Play selected repertoire with proper intonation, interpretation, phrasing and accuracy.
	<ul style="list-style-type: none"> • Students will create a narrative that demonstrates their emotional understanding of a piece of music.
	<ul style="list-style-type: none"> • Develop an awareness of the varied and changing key signatures and their performance requirements including the knowledge of all scales around the circle of 5ths in both major and minor. • Individual performance evaluations • Written assessments • Maintaining sound musical standards of performance • Demonstrating the ability to play the musical selections taught using the principles emphasized. • Actively following the conductor in rehearsal • Mastery of technical skills • Adjudication at chosen festivals appropriate to their level. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • School wide multicultural programs • Science is used to teach the physics of sound. • Math is used to teach counting in music and is broken down into numerals and fractions. • History is used to make sense of the time and place in which the music is being created. At the high school level more in depth study of music history as it relates to world history. <p>Technology Integration</p> <ul style="list-style-type: none"> • CD's and DVD's – help demonstrate

	<p>various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Method book listening examples)</p> <ul style="list-style-type: none">• Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions• Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)• Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Smart music, Sibelius)• Camcorder and computer recordings- help students analyze their own strengths and weaknesses. <p>Media Literacy integration</p> <ul style="list-style-type: none">• Create media presentations and written reports using multimedia resources such as power point, I movie, or other technology to inform other students about the various cultures and periods of time studied. <p>Global Perspectives</p> <ul style="list-style-type: none">• Differentiating between cultures, genres, composers, time periods and forms.• Demonstrate the adaptability necessary for life in a changing world.
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	<p>The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following:</p> <ul style="list-style-type: none"> • Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. • Assess Individual, small group, and public performances • Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials • Develop an awareness of balance and blend with the instruments of other sections of a full orchestra • Work on advanced articulation and the physical requirements to perform them. • Students will become more independent players and are encouraged to use more cognitive thinking skills that will lead them to greater sensitivity in their playing.
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Texts and Resources:

Kreutzer Etudes

Scale exercises and modulations

Circle of 5ths and music theory work

David Diamond Rounds

CDs and DVDs which accompany methods books

Smart Music

Sibelius

IMSLP

Recording devices

Orchestra pieces by masters of string pedagogy for string players such as Albinoni, Bach, Barber, Bizet, Brahms, Beethoven, Corelli, Dvorak, Gliere, Grieg, Prokofiev, Mozart, Mendelssohn, Rossini Shostakovich, Stravinsky, Tchaikovsky, Vaugh Williams, Vivaldi, Bruch, Bernstein, Copland and many more Baroque, Romantic, Modern and Contemporary composers.