

Worthington Schools



Orchestra Graded Course of Study 2015

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GRADES 5-12 ORCHESTRA INTRODUCTION

The Worthington Music Content Standards are aligned with the Ohio Department of Education 2012 Re-Visioned Arts Content Standards for music and the 2011 American String Teachers Association National Curriculum: Standards, Goals, and Learning Sequences for Essential Skills and Knowledge in K-12 String Programs. Through these standards, our intent is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society.

The following principles are the foundation of the program:

- All students deserve the opportunity to learn a musical instrument.
- All students have the ability to learn a musical instrument.
- Instrumental music education is essential to the education of the whole child. The instrumental music education program provides a safe and expressive outlet for students who may not otherwise find their expressive voice.
- String music education is essential to our culture, historical background, and future appreciation of the arts.

Characteristics of the string music education program include:

- All students are involved in activities that represent a wide range of musical processes. These include all focus areas: Posture, Right Hand, Left Hand, Aural Training, Music Reading, Vocabulary, Sight-Reading, Expressive Understanding, and Personal/Professional Development.
- The program is characterized by a layered elemental ensemble approach. This begins with unison folk songs and extends to orchestra repertoire with melodies, harmonies, and accompaniments.
- Students' aural skills are developed in the first year of instruction through rote playing experiences; students' music reading skills are developed as their aural, literacy, and technical skills improve.
- Planning reflects the use of multiple essential experiences in every lesson. Multiple content statements are experienced, developed, refined and/or assessed in every lesson.
- Program decisions are based on the formative assessment of students as they participate in music activities.
- Activities are adapted for individual differences. Each child experiences a high degree of success in both classroom demonstrations and ensemble performance experiences.
- The string music education program functions as a part of the total education program in 5th and 6th grade; string specialists build upon skills learned in the general music classroom and reinforce literacy and analytical skills focused on in the general classroom.
- The string music education program provides opportunities for students to demonstrate their skills, abilities and passions at all levels.

Program Description

The string music education program is an active process in which the student studies all styles of music and sound that string instruments have to offer. Students create and reproduce melodies and harmonies on their instrument and learn to interpret the unique system of musical notation.

The ability to perform, to create, and to listen to instrumental music with understanding is a goal for every string student. Individual and special needs of children are also recognized. In addition, the program continues to reinforce our music history, cultural heritage, and the understanding of other cultures.

Several major components constitute the essence of the K-12 music program:

- An emphasis on acquiring the skills necessary to perform on a string instrument
- An understanding and application of the elements of music: rhythm, melody, harmony, form, tone, and expressive qualities

- The development of aesthetic judgment through analytical and critical listening
- Opportunities to share musical experiences through demonstration and performance

Framework Descriptions for the 2012 Re-Visioned Arts Content Standards

The updated Ohio arts standards framework for the string music education curriculum in grades 5-12 reorganizes the content of the fine arts standard goals—historical, cultural and social contexts; creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connections, relationships and applications—under process goals fundamental to learning and emphasized in the arts. These are *perceiving/knowing, producing/performing and responding/reflecting*.

In alignment with the updated Ohio arts standards, the Worthington GCOS framework includes: **enduring understandings; progress points; cognitive and creative processes and content statements.**

- **Enduring Understandings:** These are long-term goals for all students throughout their educational lives. These four aims—personal choice and vision; critical and creative thinking; authentic application and collaboration and literacy remain constant across K-12 grade levels and all four arts disciplines.
- **Progress Points:** These statements identify *broad* arts learning targets for students’ creative and cognitive growth at certain grade and developmental stages in a continuum of K-12 arts education, namely for K-2, 3-5, 6-8 and high school.
- **Three Cognitive and Creative Learning Processes:** These processes fundamental to the arts learning—*perceiving/knowing, producing/performing and responding/reflecting*—serve to organize the grade-level content statements.
- **Learning Targets:** These restate the content statement in more student-friendly language and make the learning clear to the students.
- **Content Statements:** These identify and embody the arts discipline knowledge, skills and dispositions that should direct students’ efforts and learning at each grade and developmental level. Content statements also inform teachers’ instructional decisions for creating environments, learning experiences and assessments that help students achieve these ends.

ENDURING UNDERSTANDINGS

- **Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.
- **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
- **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.
- **Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

PROGRESS POINTS GRADE 3-5

Students will, at the appropriate developmental level:

- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.

E. Develop criteria to evaluate solo and group performances of music.

PROGRESS POINTS 6-8

Students will, at the appropriate developmental level:

- A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
- B. Read, write, improvise and describe music using standard musical notation and vocabulary.
- C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
- D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.
- E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
- F. Expand the use of technology and the media arts through music research, composition and performance.

PROGRESS POINTS 9-12

Students will, at an appropriate developmental level:

- A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).
- B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
- C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
- D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.
- E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
- F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.
- G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.

COGNITIVE & CREATIVE LEARNING PROCESSES

1. (CE) Perceiving/Knowing/Creating: *Listen, observe, explore, attend to, discriminate. . .*
2. (PR) Producing/Performing: *Create, compose, improvise, use & master skills. . .*
3. (RE) Responding/Reflecting: *Make connections, reconsider, question, self-assess. . .*

DESCRIPTION OF THE WORTHINGTON ORCHESTRA GCOS FORMAT

- Content statements have been organized to align with the skill categories assessed on elementary, middle school and high school assessments as well as teaching sequences: posture, right hand skills, left hand skills, combined right and left hand skills and aural training, combined right hand, left hand, and music reading skills, expressive understanding, vocabulary, sight-reading, and personal/professional development.
- Learning targets have been developed to align with the content statements for each skill category and grade level.

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5th Grade Orchestra

<p>Posture</p> <p><i>P1 - I can hold my violin or viola on my collarbone, parallel to the floor, with my jaw on the jaw rest, aligned over my left foot.</i></p> <p><i>P2 - I can hold my cello with correct endpin height, instrument angle, and with contact at the knees and sternum.</i></p> <p><i>P3 - I can hold my bass with correct endpin height, instrument angle, with contact at the leg and hip, and without squeezing my left hand.</i></p> <p><i>P4 - I can sit at the front edge of the chair, legs uncrossed, with both feet flat on the floor (violin, viola, cello).</i></p> <ul style="list-style-type: none"> • 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, and good posture.
<p>Right Hand</p> <p><i>R1 - I can form a correct and flexible bow hold at the frog on my bow.</i></p> <p><i>R2 - I can demonstrate pizzicato and arco on my string instrument.</i></p> <p><i>R3 - I can produce a good tone quality by adjusting bow weight and bow speed.</i></p> <p><i>R4 - I can play forte and piano with good tone quality.</i></p> <p><i>R5 - I can perform with a proper attack and release in each note.</i></p> <p><i>R6 - I can perform string crossings by adjusting my bow arm to the correct height for each string.</i></p> <p><i>R7 - I can use different amounts of bow and bow speed for various rhythmic patterns.</i></p> <ul style="list-style-type: none"> • 5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary. • 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, and good posture. • 5PR Read, write and perform using eighth through whole note in 2/4, 3/4 and 4/4 meter.
<p>Left Hand</p> <p><i>L1 - I can demonstrate a correct left hand shape.</i></p> <p><i>L2 - I can match pitch on my string instrument.</i></p> <p><i>L3 - I can demonstrate whole and half step placement on my string instrument.</i></p> <p><i>L4 - I can use correct fingerings for D Major on my string instrument.</i></p> <p><i>L5 - I can make pitch adjustments by moving my fingers to the correct location on the fingerboard.</i></p> <p><i>L6 - I can show flexibility of left hand movement on the fingerboard.</i></p> <p><i>L7 - I can shift between first and third position on my double bass (double bass players only).</i></p> <ul style="list-style-type: none"> • 7CE Identify patterns of whole and half steps in a major scale. • 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, and good posture. • 6PR Read, write and perform diatonic melodies and the major scale on the treble, alto or bass clef staff.
<p>Right Hand + Left Hand + Aural Training</p> <p><i>RLA1 - I can maintain the correct posture, left hand shape and bow hand shape while performing.</i></p> <p><i>RLA2 - I can move my left hand and right hand at the same time.</i></p> <p><i>RLA3 - I can accurately execute my bow changes with changes in pitch.</i></p> <p><i>RLA4 - I can learn songs by rote on my string instrument.</i></p> <p><i>RLA5 - I can sing simple melodies and intervals and transfer those to my instrument.</i></p> <ul style="list-style-type: none"> • 8CE Explore connections between sound and its visual representations. • 7PR Create a visual representation of sound.
<p>Right Hand + Left Hand + Music Reading</p> <p><i>RLM1 - I can transfer songs that I learned by rote to music reading on my string instrument.</i></p> <p><i>RLM2 - I can read and play the D Major scale.</i></p> <p><i>RLM3 - I can read note names in D Major in treble, alto, or bass clef.</i></p> <p><i>RLM4 - I can demonstrate knowledge of note reading on my string instrument.</i></p>

5th Grade Orchestra

RLM5 - I can identify and respond to string instrument terms/symbols.

RLM6 - I can identify and respond to musical terms and symbols (repeat signs, dynamics, bar lines, sharps, 2-part songs, time signature, double bar line, first and second ending, D.C. Al Fine).

- 3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
- 5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
- 6CE Differentiate between melody and harmony.
- 7CE Identify patterns of whole and half steps in a major scale.
- 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, and good posture.
- 5PR Read, write and perform using eighth through whole note in 2/4, 3/4 and 4/4 meter.
- 6PR Read, write and perform diatonic melodies and the major scale on the treble, alto, or bass clef staff.

Vocabulary

Parts of the string instrument (scroll, endpin, chinrest, etc.)

Parts of the bow (Frog, tip, balance point, etc.)

Playing position, rest position, guitar position

Finger numbers

D Major note names, whole step, half step, major scale

Ledger lines

Pizzicato, arco

Measures, bar lines, double bar line, repeat sign, D.C. Al Fine, 1st and 2nd Endings

Treble Clef, Alto Clef, Bass Clef

Time signature

Key signature

Quarter notes, quarter rests, half notes, half rests, eighth notes, dotted half notes, whole notes, whole rests

Down bow, up bow, bow lifts

Detache bowing

Staccato bowing

Dynamics, piano, forte

Tempo, Allegro moderato

Conducting pattern: 4/4 beat pattern, 3/4 beat pattern, 2/4 beat pattern

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
- 6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.

6th Grade Orchestra

<p>Posture</p> <p><i>P1 - I can hold my violin or viola on my collarbone, parallel to the floor, with my jaw on the jaw rest, aligned over my left foot.</i></p> <p><i>P2 - I can hold my cello with correct endpin height, instrument angle, and with contact at the knees and sternum.</i></p> <p><i>P3 - I can hold my bass with correct endpin height, instrument angle, with contact at the leg and hip, and without squeezing my left hand.</i></p> <p><i>P4 - I can sit at the front edge of the chair, legs uncrossed, with both feet flat on the floor (violin, viola, cello).</i></p> <ul style="list-style-type: none"> • 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, and good posture.
<p>Right Hand</p> <p><i>The 6th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th Grade Orchestra. The 6th Grade Orchestra Curriculum extends the curriculum with the following learning targets:</i></p> <p><i>R1 - I can move quickly between pizzicato and arco.</i></p> <p><i>R2 - I can change dynamics by modifying bow speed, weight, and bow placement.</i></p> <p><i>R3 - I can hook, slur, and tie two notes on the same string and between two different strings.</i></p> <p><i>R4 - I can create down bow and up bow accents.</i></p> <p><i>R5 - I can use correct bow distribution and speed in response to rhythmic patterns in music.</i></p> <ul style="list-style-type: none"> • 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening. • 1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. • 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases. • 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.
<p>Left Hand</p> <p><i>The 6th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th Grade Orchestra. The 6th Grade Orchestra Curriculum extends the curriculum with the following learning targets:</i></p> <p><i>L1 - I understand how to aurally and mechanically modify intonation.</i></p> <p><i>L2 - I hear when I play a note out of tune and I am able to correctly adjust the pitch.</i></p> <p><i>L3 - I use correct fingerings for D Major, G Major, and C Major on my string instrument.</i></p> <p><i>L4 - I independently move my second finger to create chromatic alterations and various finger patterns (violin/viola).</i></p> <p><i>L5 - I use my second or third finger to create chromatic alterations and various finger patterns (cello).</i></p> <p><i>L6 - I use my second or fourth finger to create chromatic alterations and various finger patterns (bass).</i></p> <p><i>L7 - I shift between first, second, third position on my double bass (bass).</i></p> <ul style="list-style-type: none"> • 1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. • 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases. • 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.
<p>Right Hand + Left Hand + Aural Training</p> <p><i>The 6th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th Grade Orchestra. The 6th Grade Orchestra Curriculum extends the curriculum with the following learning targets:</i></p> <p><i>RLA1 - I perform finger patterns in C Major, G Major and D Major by rote with appropriate tone quality, bow speed and bow distribution.</i></p> <p><i>RLA2 - I combine finger patterns in C Major, G Major, and D Major by rote with rhythm patterns including eighth notes, dotted rhythms, sixteenth notes, and syncopation.</i></p>

RLA3 – I hook, slur, and tie complex rhythms by rote.

RLA4 – I can sing scale degrees as well as half steps and whole steps and transfer those to my instrument.

- 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
- 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.

Right Hand + Left Hand + Music Reading

The 6th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th Grade Orchestra.

The 6th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

RLM1 - I can read the following written scales: D Major, G Major and C Major

RLM2 - I can read note names in D Major, G Major, and C Major in treble, alto, or bass clef.

RLM3 – I can correctly anticipate finger patterns using the key signature given.

RLM4 - I can identify and respond to string instrument terms and symbols (slurs, hooks, ties, accents, staccato, legato).

RLM5 - I can identify and respond to musical terms and symbols (dynamics, tempo changes, D.S. Al Coda, D.C. Al Coda, D.S. Al Fine, form).

- 1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
- 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
- 1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
- 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
- 4PR Respond appropriately to the cues of a conductor.
- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.

Vocabulary

The 6th Grade Orchestra Curriculum continues to develop all vocabulary addressed in 5th Grade Orchestra. The 6th Grade Orchestra Curriculum extends the curriculum with the following vocabulary terms:

Finger pattern

Intonation

Key Signature, D Major, G Major, C Major

Pitch

Tie, Slur, Hook

Staccato, Legato

Block fingering, Independent fingering

Accidental

Natural, Sharp

Mezzo forte, Mezzo piano

Form, Round, Canon, ABA, Theme and Variations

D. S. Al Fine, D. S. Al Coda, D. C. Al Coda, Dal Segno

Fermata

Caesura

Tremolo

Ritardando

Accelerando

Crescendo, Decrescendo, Hairpins

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
- 2RE Reflect on a variety of live or recorded music performances.

7th Grade Orchestra

Posture

All learning targets addressed in 5th and 6th grade are reinforced on a regular or even a daily basis. As students grow and mature, it is important for students to address the basic elements listed in the 5th and 6th grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.

- 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

Right Hand

The 7th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th and 6th Grade Orchestra. The 7th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

R1 – I can play using following bowing styles and articulations: martele, brush stroke, spiccato, hooked bowing, portato, double stops, multiple-note slurs, and accented detache.

R2 – I can use dynamics ranging from pianissimo to fortissimo by modifying bow weight, speed, and contact point.

R3 – I can use correct bow distribution and speed in response to rhythmic patterns in music.

- 5CE Perform a varied repertoire of music with appropriate music vocabulary.
- 1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
- 4PR Read, write and perform rhythmic (including dotted rhythms) patterns in a variety of meters.

Left Hand

The 7th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th and 6th Grade Orchestra. The 7th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

L1 - I understand how to aurally and mechanically modify intonation.

L2 – I am able to correctly adjust the pitch when I play a note out of tune.

L3 - I independently move my first, second, third and fourth finger to create chromatic alterations and various finger patterns (violin/viola).

L4 – I use my first, second, and fourth finger to create extensions in various keys (cello).

L5 – I can shift to the octave harmonics on each string.

L6 – I can shift between first and third position (violin and viola).

L7 – I can shift between first, third and fourth position (cello).

L8 - I shift between half, first, second, third, and fourth position on my double bass (bass).

L9 - I can play two octave scales in the key of C Major, G Major, and D Major.

L10 – I can play one octave scales in the key of F Major, Bb Major, and A Major.

L11 – I can perform trills and glissandi.

L12 – I can oscillate my wrist or arm evenly on the bout and fingerboard to prepare for vibrato (violin/viola).

L13 – I can rock my arm evenly on my collarbone and fingerboard to prepare for vibrato (cello/bass).

L14 – I can demonstrate correct vibrato motion on each finger on the string.

- 1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
- 5PR Perform concert pitch major scales Strings: A, D, G, C, F, Bb).

7th Grade Orchestra

Right Hand + Left Hand + Aural Training

The 7th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th and 6th Grade Orchestra. The 7th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

RLA1 – I perform finger patterns, harmonic and melodic patterns in C Major, G Major and D Major, A Major, F Major, and Bb Major by rote with appropriate tone quality, bow speed and bow distribution.

RLA2 – I combine complex finger patterns, scales and shifting with a variety of articulations.

RLA3 – I can vary my bow placement and speed when I shift into higher positions.

RLA4 – I can perform with appropriate musical style (bowing technique, dynamics, left hand techniques) to match the historical period of the composition.

RLA5 – I can use fine tuners to adjust strings to match an external tonal reference.

RLA6 – I can sing scale patterns, intervals and chromatic alterations in various keys.

- 2CE Identify and perform the style and historical period of various music examples.
- 4CE Identify and perform key signatures of major scales.
- 5CE Perform a varied repertoire of music with appropriate music vocabulary.
- 1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
- 5PR Perform concert pitch major scales (Strings: A, D, G, C, F, Bb).

Right Hand + Left Hand + Music Reading

The 7th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th and 6th Grade Orchestra. The 7th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

RLM1 - I can read the following written scales: D Major, G Major, C Major, A Major, F Major, and Bb Major.

RLM2 - I can read all note names on the staff through two ledger lines (violin) and three ledger lines (viola/cello/bass) in treble, alto, or bass clef.

RLM3 – I can correctly anticipate finger patterns using the key signature given.

RLM4 - I can identify and respond to string instrument terms and symbols (martele, brush stroke, spiccato, hooked bowing, portato, double stops, multiple-note slurs, and accented detache, col legno, sul tasto, ponticello, and chop).

RLM5 - I can perform and respond to an expanded range of musical terms, symbols and abbreviations based on selected concert literature.

- 2CE Identify the style and historical period of various music examples.
- 4CE Identify key signatures of major scales.
- 5CE Describe a varied repertoire of music with appropriate music vocabulary.
- 1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
- 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
- 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
- Read and notate melodies in treble and bass clef using key signatures.

7th Grade Orchestra

Vocabulary

The 7th Grade Orchestra Curriculum continues to develop all vocabulary addressed in 5th and 6th Grade Orchestra. The 7th Grade Orchestra Curriculum extends the curriculum with the following vocabulary terms:

Vibrato

Trill

Martele

Brush stroke

Spiccato

Ponticello

Portato

Sforzando

Subito piano

Forte piano

Key signatures: C, G, D, A, F, Bb Majors

Shifting, ½ position, I, II, III and IV Positions

Tremolo

Fortissimo

Pianissimo

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.
- 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.
- 3RE Develop criteria based on elements of music to support personal preferences for specific music works.

8th Grade Orchestra

Posture
<p><i>All learning targets addressed in 5th-7th grade are reinforced on a regular or daily basis. As students grow and mature, it is important for students to address the basic elements listed in previous grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.</i></p> <ul style="list-style-type: none"> • 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
Right Hand
<p><i>The 8th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th-7th Grade Orchestra. The 8th Grade Orchestra Curriculum extends the curriculum with the following learning targets:</i></p> <p><i>R1 – I can play using following bowing styles and articulations: slurred staccato, longer slurs, complex double stops, loure, tremolo, refined spiccato, sul ponticello, sul tasto, col legno</i></p> <p><i>R2 – I can use dynamics ranging from pianissimo to fortissimo by modifying bow weight, speed, and contact point.</i></p> <p><i>R3 – I can use correct bow distribution and speed in response to rhythmic patterns in music, including dotted rhythms, syncopations, and compound meter rhythms.</i></p> <p><i>R4 – I can create special effects such as tremolo, accents, sforzando, forte piano, subito piano, col legno, sul tasto, ponticello, and chop</i></p> <ul style="list-style-type: none"> • 1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works • 1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter. • 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. • 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters
Left Hand
<p><i>The 8th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th-7th Grade Orchestra. The 8th Grade Orchestra Curriculum extends the curriculum with the following learning targets:</i></p> <p><i>L1 - I can aurally and mechanically modify intonation quickly.</i></p> <p><i>L2 – I can aurally identify pitch and can play a note correctly in tune the first time.</i></p> <p><i>L3 - I independently move my first, second, third and fourth finger to create chromatic alterations and various finger patterns (violin/viola).</i></p> <p><i>L4 – I use my first, second, and fourth finger to create extensions in various keys (cello).</i></p> <p><i>L5 – I can shift to the octave harmonics on each string.</i></p> <p><i>L6 – I can shift between first, third and fifth position (violin and viola).</i></p> <p><i>L7 – I can shift between first, second, third and fourth position (cello).</i></p> <p><i>L8 - I shift between half, first, second, third, fourth, and fifth position on my double bass (bass).</i></p> <p><i>L9 - I can play two octave scales in the key of C Major, G Major, and D Major, A Major, F Major, and Bb Major.</i></p> <p><i>L10 – I can play one octave scales in the key of a minor, d minor and e minor.</i></p> <p><i>L11 – I can perform trills and glissandi in time.</i></p> <p><i>L12 – I can oscillate my wrist or arm evenly on the string to perform vibrato (violin/viola).</i></p> <p><i>L13 – I can rock my arm evenly on the string to perform vibrato (cello/bass).</i></p> <p><i>L14 – I can perform correct vibrato motion with each finger on the string in tempo and in concert literature.</i></p> <ul style="list-style-type: none"> • 1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.

8th Grade Orchestra

- 2PR Perform, independently or collaboratively, with good posture and producing an appropriate tone quality.
- 6PR Perform concert pitch major scales

Right Hand + Left Hand + Aural Training

The 8th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th-7th Grade Orchestra. The 8th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

RLA1 – I perform finger patterns, melodic and harmonic patterns in both octaves of C Major, G Major and D Major, A Major, F Major, and Bb Major and in one octave of a minor, e minor, and d minor by rote with appropriate tone quality, bow speed and bow distribution.

RLA2 – I combine complex finger patterns, scales and shifting with a variety of articulations.

RLA3 – I can vary my bow placement and speed when I shift into higher positions.

RLA4 – I can adjust my left hand and arm weight and placement to accurately perform in higher positions.

RLA5 – I can perform with appropriate musical style (bowing technique, dynamics, left hand techniques) to match the historical period of the composition.

RLA6 – I can use fine tuners and pegs to tune strings, in fifths, to an external tonal reference.

RLA7 – I have been introduced to improvisation and understand how to improvise within a scale.

RLA8 – I can sing scale patterns, intervals, and chromatic alterations in various keys.

- 3CE Identify intervals and concert pitches in major and natural minor scales.
- 1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
- 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
- 6PR Perform concert pitch major scales

Right Hand + Left Hand + Music Reading

The 8th Grade Orchestra Curriculum continues to develop all learning targets addressed in 5th-7th Grade Orchestra. The 8th Grade Orchestra Curriculum extends the curriculum with the following learning targets:

RLM1 - I can read the following written scales: D Major, G Major, C Major, A Major, F Major, Bb Major, a minor, e minor, and d minor.

RLM2 - I can read all note names on the staff from first through fifth position, including ledger lines.

RLM3 - I can identify and respond to string instrument terms and symbols (slurred staccato, longer slurs, complex double stops, loure, tremolo, refined spiccato, sul ponticello, sul tasto, col legno).

RLM4 - I can perform and respond to an expanded range of musical terms, symbols and abbreviations based on selected concert literature.

- 1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
- 4CE Identify components of larger music works (e.g., symphony, mass, concerto).
- 1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
- 2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
- 4RE Express how music performance and settings affect audience response.
- 5RE Apply criteria based on elements of music to support personal preferences for specific musical works.
- 6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.

8th Grade Orchestra

Vocabulary

The 8th Grade Orchestra Curriculum continues to develop all vocabulary addressed in 5th-7th Grade Orchestra. The 8th Grade Orchestra Program extends the curriculum with the following vocabulary terms:

Key signatures: 2 Octave C, G, D, A, F, Bb Majors

Minor keys: a minor, e minor, d minor

Shifting, ½ position, I, II, III, IV, and V Positions

Treble clef (viola)

Tenor clef (cello/bass)

Dotted eighth/sixteenth notes

Syncopation

Rhythms in 6/8 meter

Enharmonic

Baroque

Classical

Romantic

Contemporary

Uncommon musical terms and symbols may be found in selected concert literature and will be taught as needed.

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.
- 2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.
- 3RE Compare and contrast selected composers and their works.
- 4RE Express how music performance and settings affect audience response.
- 5RE Apply criteria based on elements of music to support personal preferences for specific musical works.
- 6RE Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.
- 7RE Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

High School Orchestra – I: Beginning

The “beginning” high school orchestra student is defined as a student entering the program who meets baseline requirements for standards addressed through 8th grade. The learning targets introduced in 8th grade are continued and refined through literature and performance in the beginning high school level.

HS Orch - I

Posture
<p>All learning targets addressed in elementary and middle school are reinforced on a daily basis. As students grow and mature, it is important for students to address the basic elements listed in previous grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.</p> <ul style="list-style-type: none"> • 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.
Right Hand
<p>R1 – I can perform using various bowing styles and articulations for the selected concert literature with a relaxed bow arm, curved fingers, and control of bow speed.</p> <p>R2 – I can perform with accurate bow distribution and control of weight and speed as it applies to the given dynamic.</p> <p>R3 – I will, by trial and error, discover what works in terms of bow placement, speed and weight.</p> <ul style="list-style-type: none"> • 1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles. • 2PR Prepare and accurately perform a varied repertoire of ensemble music. • 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control. • 1RE Identify assessment practices that can help demonstrate their learning and progress made in music
Left Hand
<p>L1 – I can perform with a flexible left hand and thumb, free of excessive tension, allowing ease from one finger pattern to another in selected concert literature.</p> <p>L2 – I can perform with correct technical execution of all chromatic alterations in technique etudes and/or concert literature by sliding fingers along strings rather than lifting the finger between notes.</p> <p>L3 – I can shift through fifth position with a relaxed and balanced motion throughout the shifting process with correct left hand position during the shift.</p> <p>L4 – I vibrate with each finger while remaining loose and mobile throughout the activity.</p> <p>L5 – I can demonstrate appropriate finger patterns for a C Major 3 octave scale.</p> <ul style="list-style-type: none"> • 1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles. • 2PR Prepare and accurately perform a varied repertoire of ensemble music. • 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control. • 6PR Improvise over drones or simple chord progressions. • 1RE Identify assessment practices that can help demonstrate their learning and progress made in music • 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music
Aural Training
<p>A1 – I can echo and create patterns within a one octave range.</p> <p>A2 – I can play melodic and harmonic alterations with fluency and confidence.</p> <p>A3 - I can tune my instrument using fine tuners, pegs, and tuning in fifths with the assistance of a single reference tone.</p>

HS Orch - I

A4 – I can accurately sing and perform the first five notes of a chromatic scale when provided with a reference pitch.

A5 – I can correctly identify and perform chords following teacher hand signals.

A6 – I can correctly sing and perform the tonic and dominant scale degrees in various key signatures.

- 5PR Respond appropriately to the cues of the conductor or section leader.
- 6PR Improvise over drones or simple chord progressions.
- 7CE Identify aurally basic harmonic progressions in selected repertoire.

Sight-Reading

Accurate sight-reading includes both an understanding of how to translate the information from what is written to the instrument and comprehension (accurate aural concept) of what is notated on the page, even before the student performs the material on the instrument.

SR1 – I can identify and perform the correct sharps or flats in the key signature.

SR2 – I can identify and perform the written time signature and tempo markings.

SR3 – I can identify and perform the accidentals not found in the key signature.

SR4 – I can perform rhythms accurately by silently counting the more difficult notes and rests before performing.

SR5 – I can find and perform all musical signs and symbols, including dynamics, articulations, repeats and endings.

SR6 – I can accurately sight-read and perform a new work that is approximately one grade level below my performance ability.

- 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.
- 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.
- 5PR Respond appropriately to the cues of the conductor or section leader.

Vocabulary

Tonic

Dominant

Intervals

Major/minor 2nd

Major/minor 3rd

Perfect 4th

Perfect 5th

Major/minor 6th

Major/minor 7th

Sight-reading

STARS (Signatures, Time/Tempo, Accidentals, Rhythms, Signs)

Chromatics

Uncommon musical terms and symbols may be found in selected concert literature and will be taught as needed.

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1RE Identify assessment practices that can help demonstrate their learning and progress made in music.
- 2RE Respond to aesthetic qualities of a performance using music terminology.
- 3RE Examine how people from different backgrounds and cultures use and respond to music.
- 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

High School Orchestra – II: Developing

The “developing” high school orchestra student has successfully refined the baseline level of skills and is being introduced to skills that will be refined at the intermediate and advanced level. The learning targets introduced in the beginning level are continued and refined through literature and performance in the developing high school level.

HS Orch - II

Posture
<p><i>All learning targets addressed in elementary and middle school are reinforced on a regular or daily basis. As students grow and mature, it is important for students to address the basic elements listed in previous grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.</i></p> <ul style="list-style-type: none"> • 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production
Right Hand
<p><i>R1 – I am developing the ability to vary my bow weight, angle, speed and placement to perform various bowing styles with speed and ease.</i></p> <p><i>R2 – I am developing the ability to control my bow within more expressive and dynamic contexts in concert literature.</i></p> <p><i>R3 – I know what works in terms of bow placement, speed and weight for a limited dynamic and articulation (i.e. legato/mezzo piano)</i></p> <ul style="list-style-type: none"> • 1CE Interpret articulations, expressive symbols and terms while performing. • 3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created. • 2PR Prepare and accurately perform a varied repertoire of ensemble music. • 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
Left Hand
<p><i>L1 – I can perform with a flexible left hand and thumb, free of excessive tension, allowing ease from one finger pattern to another in selected concert literature.</i></p> <p><i>L2 – I can perform with correct technical execution of all chromatic alterations in technique etudes and/or concert literature by sliding fingers along strings rather than lifting the finger between notes.</i></p> <p><i>L3 – I am developing the ability to shift to second and fourth position (violin/viola) and to sixth and seventh position (cello/bass).</i></p> <p><i>L4 – I am developing the ability to vary my vibrato width and speed.</i></p> <p><i>L5 – I can demonstrate appropriate finger patterns for C Major, G Major, D Major, and A Major 3 octave scales as well as 2 octave scales through 4 sharps and 4 flats.</i></p> <ul style="list-style-type: none"> • 2PR Prepare and accurately perform a varied repertoire of ensemble music. • 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group. • 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production
Aural Training
<p><i>A1 – I can echo and create patterns within a two-octave range.</i></p> <p><i>A2 – I can play melodic and harmonic alterations with fluency and confidence.</i></p> <p><i>A3 - I can tune my instrument using fine tuners, pegs, and tuning in fifths with the assistance of a single reference tone.</i></p>

HS Orch - II

A4 – I am developing the ability to perform a chromatic scale when provided with a reference pitch.

A5 – I am developing the ability to sing and perform chords in multiple keys.

A6 – I can correctly sing and perform the tonic, median, dominant scale degrees in various key signatures.

- 3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
- 6CE Identify modality aurally and visually.
- 5PR Improvise over simple chord progressions provided by the instructor
- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection

Sight-Reading

Accurate sight-reading includes both an understanding of how to translate the information from what is written to the instrument and comprehension (accurate aural concept) of what is notated on the page, even before the student performs the material on the instrument.

SR1 – I am developing the ability to quickly identify the elements of STARS in a new music selection.

SR2 – I am developing the ability to verbalize the elements of STARS in a new music selection.

SR3 – I can collaborate with others in my section to accurately learn and perform the selection's requirements.

SR4 – I can accurately sight-read and perform a new work that is approximately at my grade level or performance ability.

- 6CE Identify modality aurally and visually
- 3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.
- 1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
- Describe the use of elements of music as they relate to expression in a varied repertoire of music.

Vocabulary

Tonic

Dominant

Median

Second position

Fourth position

Sixth position

Vibrato width and speed

Bow angle

Authentic Baroque instruments/playing style

Uncommon musical terms and symbols may be found in selected concert literature and will be taught as needed.

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 1CE Interpret articulations, expressive symbols and terms while performing.
- 2CE Identify and trace the development of music forms across historical periods.
- 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music

High School Orchestra – III: Intermediate

The “intermediate” high school orchestra student is refining the musical and technical skills introduced at the developing level and is learning the skills to be refined at the advanced level. The learning targets introduced in the developing level are continued and refined through literature and performance in the intermediate high school level.

HS Orch - III

Posture
<i>All learning targets addressed in elementary and middle school are reinforced on a regular or daily basis. As students grow and mature, it is important for students to address the basic elements listed in previous grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.</i>
Right Hand/Expressive Understanding
<p><i>R1 – I can quickly switch between various bowing styles and articulations for the selected concert literature by modifying bow weight, angle, speed, and placement.</i></p> <p><i>R2 – I can control my bow within more expressive and dynamic contexts in concert literature.</i></p> <p><i>R3 – I know what works in terms of bow placement, speed and weight for complex dynamics and articulations (i.e. spiccato/pianissimo)</i></p> <p><i>R4 – I am learning how to perform advanced bowing articulations such as saltando, ricochet, flying spiccato, shoeshine, and sautille bowing.</i></p> <p><i>R5 – I am beginning to interpret musical style and phrases within a piece of music when dynamics and articulation aren’t always notated.</i></p> <ul style="list-style-type: none"> • 1CE Interpret music symbols and terms expressively while performing a varied repertoire of music. • 2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods. • 1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. • 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature. • 4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.
Left Hand
<p><i>L1 – I can perform with a flexible left hand and thumb, free of excessive tension, allowing ease from one finger pattern to another in selected concert literature.</i></p> <p><i>L2 – I can perform with correct technical execution of all chromatic alterations in technique etudes and/or concert literature by sliding fingers along strings rather than lifting the finger between notes.</i></p> <p><i>L3 – I can shift to second and fourth position (violin/viola) and to sixth and seventh position (cello/bass).</i></p> <p><i>L4 – I can vary my vibrato width and speed.</i></p> <p><i>L5 – I can demonstrate appropriate finger patterns for C Major, G Major, D Major, A Major, Bb Major (violin), Eb Major (viola), and F Major (cello/bass) 3 octave scales, 2 octave major scales through 4 sharps and 4 flats, and a minor, e minor, d minor and b minor 2 octave scales.</i></p> <p><i>L6 - I am learning the ability to figure out appropriate fingerings and positions on my own based on the musical or technical passage.</i></p> <ul style="list-style-type: none"> • 1CE Interpret music symbols and terms expressively while performing a varied repertoire of music. • 1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. • 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous

HS Orch - III

individual improvement in performance ability given the level of complexity found in the selected literature.

- 4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.
- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

Aural Training

A1 – I can improvise patterns within a two octave range.

A2 – I can play melodic and harmonic alterations with fluency and confidence.

A3 – I can tune my instrument using fine tuners, pegs, and tuning in fifths with the assistance of a single reference tone.

A4 – I can perform a 2-octave chromatic scale when provided with a reference pitch.

A5 – I can aurally and visually identify tonal progression (ex. dominant to tonic)

A6 – I can sing and perform chords in multiple keys.

- 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.
- 6CE Identify complex harmonic progressions in selected repertoire.
- 5PR Improvise over chord progressions and symbols provided by the instructor.
- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

Sight-Reading

Accurate sight-reading includes both an understanding of how to translate the information from what is written to the instrument and comprehension (accurate aural concept) of what is notated on the page, even before the student performs the material on the instrument.

SR1 – I can quickly identify the elements of STARS in a new music selection.

SR2 – I can verbalize the elements of STARS in a new music selection.

SR3 – I can collaborate with others in my section to accurately learn and perform the selection’s requirements.

SR4 – I can accurately sight-read and perform a new work that is approximately one level below my grade level or performance ability.

- 3PR Demonstrate sight-reading abilities at an intermediate level of complexity.
- 4PR Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.
- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

Vocabulary

Sautille

Richochet

Flying Spiccato

Saltando

Jete

Harmonic minor

Natural minor

Melodic minor

Tonal progression

Circle of Fifths

Uncommon musical terms and symbols may be found in selected concert literature and will be taught as needed.

HS Orch - III

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.
- 3RE Assess how elements of music are used in a work to create images or evoke emotions.
- 5CE Compare and contrast musical forms used in vocal and instrumental genres.
- 5RE Evaluate how musical forms are influenced by history.
- 6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.
- 7RE Evaluate how musical forms and performance practices are influenced by culture and history.

High School Orchestra – IV: Mastery

The “mastery” high school orchestra student is refining the musical and technical skills introduced at the intermediate level and is further developing and refining skills that will carry them beyond their high school career. The learning targets introduced in the intermediate level are continued through literature and performance in the mastery high school level.

HS Orch - IV

Posture
<i>All learning targets addressed in elementary and middle school are reinforced on a regular or daily basis. As students grow and mature, it is important for students to address the basic elements listed in previous grade learning targets. Posture should remain lengthened, balanced and relaxed; motion should be continuous and natural.</i>
Right Hand/Expressive Understanding
<p><i>R1 – I can quickly switch between various bowing styles and articulations for the selected concert literature by modifying bow weight, angle, speed, and placement.</i></p> <p><i>R2 – I can control my bow within more expressive and dynamic contexts in concert literature.</i></p> <p><i>R3 – I know what works in terms of bow placement, speed and weight for complex dynamics and articulations (i.e. spiccato/pianissimo)</i></p> <p><i>R4 – I can perform and will continue to refine advanced bowing articulations such as saltando, ricochet, flying spiccato, shoeshine, and sautille bowing.</i></p> <p><i>R5 – I can discuss, analyze, interpret and create musically appropriate dynamics, phrasing, and articulation when those instructions are not provided in the score.</i></p> <ul style="list-style-type: none"> • 1CE Interpret music symbols and terms in light of historical and stylistic context. • 3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias. • 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality. • 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature. • 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.
Left Hand/Expressive Understanding
<p><i>L1 – I can perform with a flexible left hand and thumb, free of excessive tension, allowing ease from one finger pattern to another in selected concert literature.</i></p> <p><i>L2 – I can perform with correct technical execution of all chromatic alterations in technique etudes and/or concert literature by sliding fingers along strings rather than lifting the finger between notes.</i></p> <p><i>L3 – I can shift from first through seventh position with ease.</i></p> <p><i>L4 – I can employ various widths and speeds of vibrato based on the performance needs and practices of the literature.</i></p> <p><i>L5 – I can demonstrate appropriate finger patterns for 3 octave major scales through 4 sharps and 4 flats, the corresponding 3 octave melodic minor scales, as well as the corresponding arpeggios (Major: C, G, D, A, E, F, Bb, Eb, Ab; Minor: a, e, b, f#, c#, d, g, c, f)</i></p>

HS Orch - IV

L6 – I can analyze and apply appropriate fingerings, finger patterns and positions on my own based on the musical or technical passage.

L7 – I am beginning to use ornamentation, as appropriate to the performance practice and convention of the period and style of the repertoire that I am performing.

- 1CE Interpret music symbols and terms in light of historical and stylistic context.
- 3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

Aural Training

A1 – I can improvise melodies and accompaniments within a two octave range.

A2 – I can play melodic and harmonic alterations with fluency and confidence.

A3 - I can properly replace or repair strings and then tune my instrument using fine tuners, pegs, and tuning in fifths with the assistance of a single reference tone.

A4 – I can aurally and visually identify traditional and non-traditional tonal progressions.

A6 – I can sing and perform chords in various modes and styles (Dorian, Mixolydian, Jazz, Blues, etc.).

- 1CE Interpret music symbols and terms in light of historical and stylistic context.
- 4CE Identify non-traditional harmonic progressions in selected repertoire.
- 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
- 5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).

Sight-Reading

Accurate sight-reading includes both an understanding of how to translate the information from what is written to the instrument and comprehension (accurate aural concept) of what is notated on the page, even before the student performs the material on the instrument.

SR1 – I can quickly identify and verbalize the elements of STARS in a new music selection.

SR2 – I can collaborate with others and lead my section to accurately learn and perform the selection's requirements.

SR3 – I can accurately sight-read and perform a new work that is at my grade level or performance ability.

SR4 – I can apply sight-reading skills to learn a large variety of repertoire for small ensemble performance settings, such as weddings, receptions, banquets, and other professional engagements.

- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 3PR Demonstrate sight-reading abilities at a mastery level of complexity.
- 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.

HS Orch - IV

Vocabulary

Dorian Mode
Mixolydian Mode
Diminished chords
Augmented chords
Ornamentation
Exposition
Development
Recapitulation
Coda
Motive/Motif
Sequence
Suspensions
Phrasing
Interpretation
Authenticity
Aesthetics
Music Therapy
Music Education
Music Performance
Music Theory/Composition
Music Business/Industry/Technology
Musicology/History/Ethnomusicology

Uncommon musical terms and symbols may be found in selected concert literature and will be taught as needed.

I can use the vocabulary above to reflect on my performance and respond to others' performances.

- 3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
- 4CE Identify non-traditional harmonic progressions in selected repertoire.
- 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
- 7CE Recognize aesthetic characteristics common to all art forms.
- 2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.
- 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
- 5RE Develop and articulate a personal philosophy about the purpose and value of music

Personal/Professional Development

Students at the mastery level are given guidance in order to propel their musical interests beyond high school, whether for personal enjoyment or professional development. Personal/Professional Development may include audition preparation, portfolio development, and preparing/performing a solo recital.

HS Orch - IV

PD1 – I can choose and prepare appropriate repertoire for an audition or recital with guidance.

PD2 – I can use technology and recording equipment to produce a high quality recording of my own playing.

PD3 – I can use my leadership and communication skills to evaluate appropriate musical career choices and navigate the college audition process (visiting schools, scheduling lessons with collegiate studio teachers, asking local teachers for guidance, choosing a music career path/major).

- 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).
- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 6PR Incorporate technology in promoting and distributing music.
- 1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.
- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
- 5RE Develop and articulate a personal philosophy about the purpose and value of music.
- 6RE Evaluate potential musical career choices and develop a personal strategic career plan.