

HS ORCHESTRA I

Course Number: 1302360

District Course Description:

The purpose of this course is to develop musicianship skills in music ensembles on orchestral instruments. The content should include, but not be limited to, enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation.

Prerequisite:

Successful completion of M/J Orchestra I, II, III Performance Standards and/or director recommendation.

A. Skills and Techniques

Sing with attention to pitch, balance, and rhythmic unity.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.1.4.3.L use vocal ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal or informal settings.	<ul style="list-style-type: none"> • sing in unison and match pitch in simple melodic examples. • demonstrate proper posture, breath support and intonation. • sing as an ensemble. (e.g. Bach chorales) 	1,2,4,8,9

Apply appropriate performance techniques such as phrasing, dynamics and appropriate tempo to various styles of orchestral literature on an instrument of choice.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.1 perform on at least one instrument, alone and in groups, using proper playing technique (e.g., posture, or bow control) and attend to melodic phrasing, rhythmic accuracy, and articulation..	<ul style="list-style-type: none"> • demonstrate bow technique including proper bow grip, point of contact, bow speed, bow division, and bow weight. • demonstrate proper instrument position, posture and left hand position. • demonstrate first and half position. • identify a simple phrase at a specified tempo. • demonstrate rhythmic patterns in simple and compound meters (e.g. 2/4, 3/4, 4/4, 2/2, and 6/8). • demonstrate dynamic levels from <i>pp</i> to <i>ff</i>. • demonstrate staccato, legato, slurred and detache articulations. • perform C, G, D, F, and Bb major scales and arpeggios. • perform a chromatic scale. • demonstrate beginning shifting techniques. • define and apply musical terms applicable to grade I and II orchestral music. 	1,2,4,5,8,9

Produce a characteristic tone appropriate to various styles of orchestral literature on an instrument of choice.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.2 perform music of moderate to advanced difficulty of diverse genres and styles on at least one instrument.	<ul style="list-style-type: none"> • perform music in the keys of C, G, D and F major. • perform Grade II literature from a variety of time periods and styles. 	1,2,5,8,9,10

Demonstrate ensemble performance techniques for orchestra such as blend, balance, intonation, and response to conducting.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skill (e.g., blend, balance, and intonation).	<ul style="list-style-type: none"> • contribute to blend and balance within an ensemble through control of tone quality and dynamics. • identify and properly adjust for pitch discrepancies. • perform a selected piece with attention to accurate intonation. • identify the factors that influence balance (e.g., register, timbre, volume, musical impromptu). • identify the factors that influence blend (e.g., tone quality, volume, timbre and condition of instrument). 	1,2,5,8,9

Interpret and perform varied musical notation aurally and at sight.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.	<ul style="list-style-type: none"> • repeat melodic phrases accurately after hearing them played once. 	1,2,4,7
MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.	<ul style="list-style-type: none"> • sight read the appropriate part in Grades I and II Orchestral Literature in the keys of C, G, and D. • sight read rhythmic patterns in simple and compound meters. 	1,2,5,7,8,9

B. Creation and Communication

Demonstrate understanding of rhythmic and melodic composition, improvisation and arranging for orchestra.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.1.4.1 improvise harmonic accompaniments in pentatonic major and minor modes.	<ul style="list-style-type: none"> • perform an improvise accompaniment to a simple melody using chord tones. 	1,2,3,4

C. Cultural and Historical Connections

Analyze musical form, style, and history of varied orchestral literature.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture or performer.	<ul style="list-style-type: none"> listen to musical excerpts and identify the classification of music style, period, composer, or culture. 	1,2,10
MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).	<ul style="list-style-type: none"> demonstrate a basic understanding of the development of an American music idiom such as blues, jazz, or folk. 	1,2,4,10
MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.	<ul style="list-style-type: none"> demonstrate a basic knowledge of specific composer or performer as it applies to repertoire being studied in class. demonstrate a basic understanding- of musical periods. 	1,2,4,10

D. Aesthetic and Critical Analysis

Evaluate music performance as a participant and as a listener.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.D.1.4.1 perceive and remember significant music events within a composition.	<ul style="list-style-type: none"> identify melody, countermelody, and accompaniment. identify styles and moods within a composition. identify compositional form (e.g., binary, ternary, standard march form). 	1,2,4
MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary	<ul style="list-style-type: none"> define music terms and symbols commonly found in the music being studied in class. 	1,2,4
MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, harmonic and melodic movement) that generate aesthetic responses.	<ul style="list-style-type: none"> identify and apply the musical elements of tension/release, tempo markings, dynamics, and harmonic and melodic movement. 	1,2,4

Benchmark / The student will:	The students will be able to:	Goal #3
MU.D.2.4.1 establish a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.	<ul style="list-style-type: none"> make critical evaluations of a school music performance using the rating evaluation forms of the Florida Orchestra Association. 	1,2,4
MU.D.2.4.2 understand the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.	<ul style="list-style-type: none"> describe preferences in music listening and performance. 	1,2,4,9

E. Applications to Life

Demonstrate an understanding that music is an integral part of their everyday life.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural content.	<ul style="list-style-type: none"> listen to and identify compositional practices that characterize a musical period and its cultural context. write program notes that describe the stylistic characteristics and historical period of the music. 	1,2,4,7,10

Co-Curricular Requirements:

Individual practice outside of class time is necessary for successful mastery of Sunshine State Standards. Students will be expected to participate in group practices and performances beyond the regular class time since this course is performance-oriented. These activities may include concerts, festivals, clinics and honors groups, if chosen.