

HS ORCHESTRA II

Course Number: 1302370

District Course Description:

The purpose of this course is to extend musicianship and ensemble experiences on orchestral instruments. The content should include, but not be limited to, extending skill development in characteristic tone production, orchestral performance techniques, musical literacy, and music appreciation.

Prerequisite:

Successful completion of Orchestra I 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. 	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, half, and third position. • produce dynamic levels from <i>pp</i> to <i>ff</i>. • produce a simple phrase using controlled bow direction, weight, and speed. • demonstrate intermediate rhythmic patterns in simple and compound meters (e.g. 2/4, 3/4, 4/4, 2/2, 3/2, 6/8, 9/8, and 12/8). • demonstrate staccato, legato, slurred, detache, and spiccato articulations. • perform C, G, D, A, F, Bb, and Eb major scales and arpeggios. • perform a chromatic scale. • perform an A minor scale and arpeggio. • demonstrate beginning shifting techniques. 	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"> • demonstrate a beginning vibrato. • perform music in the keys of C, G, D, F and Bb major. • perform grade III 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. demonstrate sensitivity to conducted musical phrases while playing an appropriate grade I/II piece. 	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 two-measure 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 I/II orchestral literature in the keys of C, G, D, and F. 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 melodies over a given chord progression with appropriate notes and rhythm.	<ul style="list-style-type: none"> create and perform an improvised pentatonic melody over a simple chord progression. 	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 and identify examples of music from different periods and cultures. identify music of several composers. listen to and identify various styles of music. 	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"> compare and contrast at least two American composers or performers with a composer/performer of a previous period. 	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 musical styles as applied to repertoire studied in class. 	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 major musical themes of patterns that outline the form of a composition. 	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 commonly found in instructional literature. identify an element of music and explain how it is used. 	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"> perform grade I/II music with attention to the expressive qualities found within the music. listen to and describe the relationships between the musical elements and the expressive qualities found in the music. 	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"> describe a musical performance using the elements of music. 	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. discuss various feelings evoked by music of different genres. write program notes that describe the stylistic characteristics and historical period of the music. identify daily uses of 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.