

HS ORCHESTRA III

Course Number: 1302380

District Course Description:

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content should include, but not be limited to, interpreting medium level orchestral music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

Prerequisite:

Successful completion of Orchestra I and II 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. • demonstrate legato, staccato, detache, slurred, spiccato, and martele articulations. • perform C, G, D, A, E, F, Bb, Eb, and Ab major scales and arpeggios in a variety of bowings. • perform a chromatic scale. • perform an A and E minor scales and arpeggios. • demonstrate beginning shifting techniques with first, second, and third positions. 	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"> • Produce a vibrato. • perform music in the keys of C, G, D, A, 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 II/III 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 four-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 the appropriate part for grades I/II orchestral literature in the keys of C, G, D, F, and Bb. 	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.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.	<ul style="list-style-type: none"> compose a simple eight measure original melody in 4/4 and 3/4 time. compose an appropriate harmonic accompaniment to both original and assigned melodies. 	1,2,3,4,7

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 music examples of various performers. 	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"> listen to and identify composers of American music. 	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"> identify major composers from all musical eras (e.g. Baroque to present) identify stylistic characteristics for these composers. 	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 music forms as applied to repertoire studied in class. identify musical events within 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"> apply knowledge of musical symbols and terms to orchestra literature performed. 	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/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"> • describe a musical performance using the elements of music. • identify the criteria used to evaluate performances at the Florida Orchestra Association adjudications. 	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"> • identify how the elements of music relate to other subjects. 	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.