

## HS ORCHESTRA IV

**Course Number: 1302390**

**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, independent interpretation of medium level orchestral music; refinement of tone production and performance techniques; musical form, style periods, and aesthetic perceptions.

**Prerequisite:**

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

### A. Skills and Techniques

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

<b>Benchmark / The student will:</b>	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"> <li>• sing in unison and match pitch in simple melodic examples.</li> <li>• demonstrate proper posture, breath support and intonation.</li> <li>• sing as an ensemble.</li> </ul>	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.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• demonstrate bow technique including bow grip, point of contact, bow speed., bow division, and bow weight.</li> <li>• demonstrate proper instrument position, posture and left hand position.</li> <li>• demonstrate 1st, half, 2nd, 3rd, and 4th position.</li> <li>• demonstrate dynamic levels from pp to ff.</li> <li>• produce phrases using controlled bow direction, weight, and speed.</li> <li>• perform rhythm patterns in simple and compound meters.</li> <li>• demonstrate legato, staccato, detached, slurred, spiccato, martele, and loure articulations.</li> <li>• perform C, D, D, A, E, F, Bb, Eb and Ab major scales and arpeggios in a variety of bowings.</li> <li>• perform chromatic scale in the practical range of the student's instrument @ mm=160 for eighth notes.</li> <li>• perform A, E and D minor scales and arpeggios.</li> <li>• demonstrate shifting techniques with 1st, 2<sup>nd</sup> and 3<sup>rd</sup> positions.</li> <li>• demonstrate simple double stops.</li> </ul>	1,2,4,5,8,9

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• produce a vibrato.</li> <li>• perform music in the keys of C, G, D, A, F, Bb, and Eb major.</li> <li>• perform music in the keys of A and E minor.</li> <li>• perform grade III and IV literature from a variety of time periods and styles.</li> </ul>	1,2,5,8,9,10

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• contribute to blend and balance within an ensemble through control of tone quality and dynamics.</li> <li>• demonstrate dynamic levels from <i>pp</i> to <i>ff</i> and apply to appropriate music.</li> <li>• demonstrate the ability to correct pitch discrepancies in ensemble performance.</li> <li>• demonstrate an advanced phrase at a specified tempo selected from music.</li> <li>• respond to subtle changes in conducting cues.</li> </ul>	1,2,5,8,9

Interpret and perform varied musical notation aurally and at sight.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.	<ul style="list-style-type: none"> <li>• imitate an eight measure phrase with attention to dynamics, breath control, and style, accurately after hearing it played once.</li> </ul>	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"> <li>• sight read the appropriate part for grades I, II, and III orchestral literature in the keys of C, G, D, A, F, and Bb.</li> <li>• sight read advanced melodies in designated keys.</li> </ul>	1,2,5,7,8,9

## B. Creation and Communication

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• compose a simple eight measure duet that conveys an idea or feeling.</li> <li>• compose an appropriate countermelody to a given melody.</li> </ul>	1,2,3,4,7

**C. Cultural and Historical Connections**

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

<b>Benchmark</b> / 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"> <li>listen to and identify music examples of various performers.</li> </ul>	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"> <li>listen to and identify composers of American music.</li> </ul>	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"> <li>demonstrate a basic knowledge of musical performers.</li> <li>identify and compare significant composers from the major musical eras (Baroque-present).</li> <li>describe the stylistic characteristics of major composers and contrast across musical eras (e.g., compare J.S. Bach to Brahms).</li> <li>identify the genre (e.g., symphony, string quartet, divertimento concerto) and style of works from the major musical eras (Baroque-present).</li> </ul>	1,2,4,10

**D. Aesthetic and Critical Analysis**

Evaluate music performance as a participant and as a listener.

<b>Benchmark</b> / 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"> <li>identify music forms as applied to repertoire studied in class.</li> <li>listen to the relationships between the musical elements and the expressive qualities found in the music.</li> <li>identify musical events within a composition.</li> </ul>	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"> <li>define music terms commonly found in instructional literature.</li> <li>select an element of music from a musical example and identify how the element is used.</li> </ul>	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"> <li>identify the musical elements of frequency (pitch), duration (rhythm), intensity (loudness), and timbre (tone quality).</li> <li>identify the elements of music within a given melody.</li> <li>identify expressive techniques within a given melody.</li> <li>identify musical events that generate aesthetic responses.</li> </ul>	1,2,4

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• describe a musical performance using the elements of music.</li> <li>• evaluate a musical performance using the rating evaluation form of the Florida Orchestra Association.</li> </ul>	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"> <li>• describe preferences in music listening and performance.</li> <li>• identify characteristics of a quality piece of music as established at previous levels and apply to assigned music.</li> <li>• Apply knowledge gained from listening to and evaluating another group's performance to improve one's own performance.</li> </ul>	1,2,4

**E. Applications to Life**

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.	<ul style="list-style-type: none"> <li>• recognize music that is suitable for specific occasions (e.g., concert, liturgical, and background).</li> <li>• identify daily uses of music</li> </ul>	1,2,4,10

**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.