

## HS ORCHESTRA VI

**Course Number: 1302410**

**District Course Description:**

The purpose of this course is to foster internalization of independence in musicianship, performance techniques and aesthetic awareness through rehearsal and performance of varied orchestral literature. The content should include but not be limited to, instruction in independent interpretation of difficult music, refinement of independent musicianship, tone production and performance techniques, the analysis and application of form, style, and history in the performance preparation of varied orchestral literature, internalization of critical listening skills and aesthetic values.

**Prerequisite:**

Successful completion of Orchestra I, II, III, IV and V 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>   | <b>The students will be able to:</b>   | <b>Goal #3</b> |
|--|--|----------------|
| MU.A.1.4.3.L<br>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<br>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, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> position.</li> <li>• demonstrate dynamic levels from <i>pp</i> to <i>ff</i>.</li> <li>• produce phrases using controlled bow direction, weight, and speed.</li> <li>• perform rhythm patterns in simple and compound meters.</li> <li>• demonstrate bowings as needed in the music performed to include legato, staccato, detached, slurred, spiccato, martele, tremolo and collegno articulations.</li> <li>• perform C, G, D, A, E, F, Bb, Eb and Ab major scales and arpeggios in a variety of bowings.</li> <li>• perform chromatic scales.</li> <li>• perform A, E, D, and G minor scales and arpeggios.</li> <li>• demonstrate shifting techniques with 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> positions.</li> <li>• demonstrate simple double stops.</li> <li>• use articulation. dynamics. and ornamentations appropriate to a variety of styles.</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<br>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, E, A, F, Bb, Eb, and Ab major.</li> <li>• perform music in the keys of A, E, and D minor.</li> <li>• perform Grade 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<br>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 the ability to correct pitch discrepancies in ensemble performances.</li> <li>• respond to subtle changes in conducting cues.</li> <li>• demonstrate proper conducting- technique for 2/4, 3/4, and 4/4.</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<br>perform melodic phrases accurately, after hearing them only once. | <ul style="list-style-type: none"> <li>• repeat melodic phrases accurately after hearing them played once</li> <li>• imitate a thirty-two measure phrase with attention to dynamics, breath control, and style.</li> </ul>  | 1,2,4,7        |
| MU.A.3.4.1<br>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 the appropriate part for grade IV orchestral literature in the keys of C, G, D, A, F, Bb, Eb, and Ab.</li> <li>• sight read rhythmic patterns in simple, compound, and mixed meter.</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.2.4.2<br>arrange familiar music for voices or instruments for a specific event or function. | <ul style="list-style-type: none"> <li>• arrange a familiar piece of music for strings in four parts such as school songs, folk songs, etc.</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  |
|--|---|----------|
| <p>MU.C.3.4.2<br/>Describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).</p> | <ul style="list-style-type: none"> <li>• demonstrate the ability to read a string orchestra score by describing how the elements of music are used and explaining all transpositions and clefs.</li> </ul>  | 1,2,4,10 |
| <p>MU.C.1.4.1<br/>describe and classify unfamiliar music according to style, period, composer, culture or performer.</p>   | <ul style="list-style-type: none"> <li>• listen to and identify examples of music according to style, period, composer, culture or performer.</li> </ul>  | 1,2,10   |
| <p>MU.C.1.4.2<br/>understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).</p>  | <ul style="list-style-type: none"> <li>• listen to and identify composers of American music.</li> </ul>   | 1,2,4,10 |
| <p>MU.C.1.4.3<br/>understand the influence of significant composers and performers on music styles, traditions, and performance practices.</p>   | <ul style="list-style-type: none"> <li>• demonstrate an understanding of how composers and performers have influenced music styles, traditions, and performance practices.</li> <li>• identify aurally and visually the genre (e.g., symphony, concerto) and style of major works from each common practice era.</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<br>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>• identify musical events within a composition.</li> </ul>  | 1,2,4   |
| MU.D.1.4.2<br>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<br>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   |
| MU.D.2.4.1<br>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 music performance using the rating evaluation form of the Florida Orchestra Association.</li> </ul>  | 1,2,4   |
| MU.D.2.4.2<br>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>• apply knowledge gained from listening to and evaluating another group's performance to improve one's own performance.</li> <li>• prepare and audition for All County and All State ensembles.</li> <li>• select music for solo and ensemble using above criteria and write a brief explanation for the selection.</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.2.4.3<br>know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements. | <ul style="list-style-type: none"> <li>• identify various individuals in the field of music.</li> <li>• list and discuss a variety of music related careers and the education or skills needed to pursue them.</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.