

M/J ORCHESTRA I: Beginning

Course Number: 1302040

District Course Description:

The purpose of this course is to provide instruction to develop basic fundamentals and techniques in the area of bowed string instruments. Students are taught proper playing positions, the elements of tone production, basic musical terms and symbols, note reading and proper care and maintenance of instruments. This course may be repeated.

Prerequisite:

Ability to provide instrument and accessories through purchase or rental from school, music store, or private source.

A. Skills and Techniques

Demonstrate ability to produce a characteristic tone on an orchestral instrument of choice with correct posture, position, fingering, and bowing.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).	<ul style="list-style-type: none"> • recognize the different instruments within the string family. • understand the proper care and maintenance of the instrument. • identify the different parts of the instrument and bow. • identify the names of the strings. • recognize a characteristic tone on each of the instruments. • produce a characteristic tone on an instrument. • recognize and demonstrate correct playing positions: arco, pizzicato, right hand, sitting, standing. • perform with equal fluency across all four strings. • demonstrate down bow and up bow. • demonstrate the ability to play with good intonation using appropriate fingers. • demonstrate the ability to perform two and three note slurs and ties. • perform a G, D, and C major scale. • perform in all parts of the bow (upper, lower, and middle). 	1,2,5,8,9

Demonstrate ensemble skills, such as balance, blend, intonation, and responses to the conductor appropriate to various styles of orchestra literature.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.3.3 perform with basic ensemble skills (e.g., blend instrumental timbres, match dynamic levels, and respond to the cues of a director).	<ul style="list-style-type: none"> • identify one's own part in an ensemble such as melody, harmony, accompaniment. • match pitches and play a melodic line in tune. • recognize in tune/out of tune. • demonstrate the ability to follow a conductor's beat in 4/4, 2/4/, and 3/4 while performing Grade 1 literature. • develop consistent practice skills. • explain effective practice procedures (how to practice). • perform a four measure phrase and understand the significance of musical phrases in music. • demonstrate the procedure for tuning an instrument with help from the conductor. • balance and blend with other members of the ensemble to achieve a good ensemble sonority. 	1,2,5,8,9

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.	<ul style="list-style-type: none"> • demonstrate independent performance by playing in two or more parts. • identify and perform the following expressive markings in one or more music genres: p, mp, mf, f, crescendo, diminuendo, and ritardando. • understand the following basic tempo markings: Andante, Allegro, and Moderato. • define and understand basic musical terms and symbols. • understand half and whole step relationships. 	1,2,4,5,6,7,8,9,10
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> • write a simple phrase for one's own instrument within a playable range using correct note values, signs, and symbols to convey musical ideas. 	1,2,3,4,7

B. Creation and Communication

Compose or arrange music using basic compositional techniques.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> create a short piece which expresses a particular concept or emotion. 	1,2,3,4

C. Cultural and Historical Connections

Identify, define, and perform musical terms in selected musical literature of various styles, cultures, and historical perspectives.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.	<ul style="list-style-type: none"> identify and describe the style characteristics of music performed in class. perform music of styles, forms, and periods as it occurs in current repertoire. recognize the labels which identify the historic and stylistic periods in Western music: Baroque, Classical, Romantic, and Contemporary. 	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theatre, etc. 	1,2,10

D. Aesthetic and Critical Analysis

Analyze and evaluate a variety of musical performances as performer and listener.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> create criteria used to define musical performance, which may include: tone, note accuracy, rhythmic accuracy, dynamics, articulation, balance, blend, and intonation. 	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> evaluate one's own performance and the performance of others using previously developed criteria. 	1,2,4,5,8,9

E. Applications to Life

Demonstrate understanding of the relationship between music and other disciplines.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge: in dance: ending of Swan Lake: and in visual art: Pieta').	<ul style="list-style-type: none"> • describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts. • explain how television and movies use the emotional qualities of music to enhance the presentation of drama, action or other visual images. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject area (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> • explain how a sound is produced on a string instrument and how that sound reaches the human ear. • identify simple natural harmonics. • explain how math is used in rhythmic notation. • explain the historical connection of music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the Civil War, The Star Spangled Banner associated with the American struggle for independence). • identify the country or region of different music studied in class. 	1,2,3,4,6,7

Demonstrate understanding of the relationship between music and the world beyond the school setting.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> • list ways in which music is present in daily life. • describe and demonstrate appropriate audience and performance behavior at a variety of musical programs. 	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> • explain one's own preference of musical styles and artists. 	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> • describe musical performance practices in at least one other culture and compare them to American culture. 	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and it's importance in society.	<ul style="list-style-type: none"> • identify the various occasions for which music is utilized and discuss how music impacts each occasion. • describe the use of music at an event in one's life. • participate in concert experiences as a listener and performer. • recognize the importance of attending or participating in additional community activities. 	1,2,4,10

Co-Curricular Requirements:

Primary goals at this level are geared toward individual skill development. Individual practice outside of class is expected. Group rehearsals and performances outside of the school day may be required.