

M/J ORCHESTRA II: Intermediate**Course Number: 1302050****District Course Description:**

The purpose of this course is to provide a continuation of Level I concepts with emphasis toward the study of different playing styles through the use of ensemble performance.

Prerequisite:

Satisfactory completion of Level I concepts and/or director recommendation.

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"> • identify and perform notes which will take the student into higher positions. • understand and demonstrate shifting into various positions. • perform major scales and arpeggios through three sharps and three flats. • play with a more refined tone than in previous level. • perform simple double stops. • perform slurs while crossing strings. • perform crossing strings while slurring. • play in tune in various positions. 	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"> perform note and rest values (whole through eighth). understand and perform dotted quarter and dotted eighth note rhythms. demonstrate good intonation with others using Grade 2 literature. demonstrate the ability to match tone and dynamic levels of others in Grade 2 literature. recognize and demonstrate basic conducting patterns of 2/4, 3/4, 4/4, 6/8, and cut time. 	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"> identify and perform expression markings in one or more music genres. identify and play enharmonic tones. define and understand basic tempo markings appropriate to Grade 2 music. define and understand musical terms and symbols appropriate to Grade 2 music. sight read Grade 1 music. 	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 and play a four to eight measure song for one's own instrument within their playable range using correct values, signs, and symbols to convey musical ideas. 	1,2,3,4,7

B. Creation and Communication

Improvise simple melodies and accompaniments alone or with an ensemble.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.1.3.1 Improvise simple harmonic accompaniments for a given melody.	<ul style="list-style-type: none"> improvise a harmonic accompaniment on open strings using at least tonic and dominant chord tones. (Other chord tones may be added as skills develop). 	1,2,3,4,7
MU.B.1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> improvise a short melody using the notes of a one octave major scale or pentatonic scale over a rhythmic accompaniment played by the class or teacher. 	1,2,3,4,7

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 four to six measure song using standard notation. 	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. recognize composers from 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, music theater, etc. 	1,3,10

D. Aesthetic and Critical Analysis

Analyze and evaluate a variety of musical performances as a 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"> discuss criteria which may be used in evaluating individual and group performances. 	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 criteria developed in the previous benchmark (MU.D.2.3.1). 	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. • give examples of how music is used in combination with the other arts in the observance of a holiday or special event. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas.	<ul style="list-style-type: none"> • identify and demonstrate simple natural harmonics. • explain how math is used in rhythmic notation. • explain how the historical connection of music studied in class with particular events or time periods. • identify the nationality of composers studied in class. • 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"> • recognize the value and benefits of individual practice and private instruction. • describe three ways that music is present in daily life. • model proper concert etiquette. 	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 the similarities in the role of music in American society with its role in other cultures. 	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:

Goals at this level are geared toward continued individual skill development and group development. Individual practice outside of class is expected. Students will be expected to expand their performance levels outside of the classroom to include, but not limited to, clinics, concerts, and festivals. Students will be required to participate in practices and performances beyond the regular class time since this course is performance-oriented.