

M/J ORCHESTRA III: Advanced

Course Number: 1302060

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.

Prerequisite:

Satisfactory completion of Level II 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"> • play in tune in various positions. • understand and perform basic trills. • perform major scales and arpeggios two octaves where possible through three sharps and three flats. • recognize the differences between major and minor keys. • demonstrate a tone quality characteristic of one's own instrument in all registers and at all dynamic levels. 	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
<p>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).</p>	<ul style="list-style-type: none"> • understand and perform various rhythmic patterns appropriate to Grade 2-3 literature. • understand and perform eighth note triplet rhythms. • continue to demonstrate good intonation with others while performing Grade 2-3 literature. • demonstrate the ability to follow a conductor's beat in 4/4, 2/4,3/4, and 6/8 while performing Grade 2-3 literature. • demonstrate the ability to match tone and dynamic levels of others in Grade 2-3 literature. • identify and perform the following expressive markings in one or more music genres: pp, fermata, and accelerando. • understand and demonstrate basic tempo markings. • define and understand musical terms and symbols appropriate to Grade 2-3 literature. • adjust the pitch of one's own instrument to a given standard during actual performance and with the use of a tuning device. • demonstrate the attack and release of a note, in accordance with the needs of a given music selection. 	<p>1,2,5,8,9</p>

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
<p>MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meters.</p>	<ul style="list-style-type: none"> • sight read Grade 1-2 music. 	<p>1,2,4,5,6,7,8,9,10</p>
<p>MU.A.3.3.2 use notation and symbols to organize musical ideas.</p>	<ul style="list-style-type: none"> • perform simple music literature using the following musical symbols: treble clef, bass clef, simple and compound time signatures, key signatures, bar lines, first and second endings, D.S. al fine, D.C. al fine, and coda. • notate musical ideas using music notation. 	<p>1,2,3,4,7</p>

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.2.3.2 Arrange simple pieces for voice or instruments other than those for which the pieces were written.	<ul style="list-style-type: none"> transpose a short melody to a different key or clef. 	1,2,3,4,7
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> create music on their instruments using a variety of sounds including pizzicato, col legno, ponticello, glissando, and non-pitched sounds, which convey a programmatic suggestion. 	1,2,3,4,7

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 various music performed in class. classify the music and composers studied according to 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 theater, etc. 	1,3,10

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"> 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 previously developed criteria. recognize the importance of accepting constructive criticism. 	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 how music is used with the other arts to convey expression and emotion in the entertainment industry. 	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 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 nationality of composers 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"> understand the effect of music on daily activities. 	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"> compare the role of musicians in America with their role in other countries or 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"> recognize the importance of attending performances in the community. identify the various occasions that utilize live music and discuss how music impacts each occasion. 	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.