

ORCHESTRA

7-12

Diocese of Salt Lake City

Catholic Schools Office

Orchestra

Based on the Utah State Office of Education Curriculum

Orchestra I, II, III

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No prerequisite course is required.*

| ORCHESTRA I | ORCHESTRA II | ORCHESTRA III |
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| No Prerequisite | Beginning Orchestra or audition | Intermediate Orchestra or audition |
| <p>STANDARD 1 Perform Students will use body, voice, and instruments as means of musical expression.</p> | | |
| <p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> • Demonstrate correct playing position, including the position of the instrument and the right and left hands. • Demonstrate how to release muscle tension and focus arm weight into the strings. • Play with a straight bow stroke and use different parts of the bow: middle, tip, frog, full bow. <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> • Practice and perform with habits that | <p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> • Play with a straight bow stroke. • Demonstrate knowledge of contact point of bow to string. • Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position. • Demonstrate the effect of bow speed and how bow weight on tone.. • Demonstrate good posture, instrument position and bow hold while performing and identify the same in others. • Explain (teach) the principles of proper position to other students. • Demonstrate a beginning vibrato motion. | <p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> • Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi. • Perform musical examples spanning <i>ppp</i> through <i>fff</i> dynamic levels while demonstrating characteristic tone at each level. • Describe the adjustments needed in arm weight and bow speed/position to perform at the various dynamic levels and extended ranges. • Perform musical examples that utilize pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone using vibrato. |

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| <p>enable accurate intonation; e.g., tune strings, match pitch, play half and whole steps, master different finger patterns, and play various scales accurately.</p> <ul style="list-style-type: none"> • Demonstrate bowing techniques appropriate to the style of music to be learned; e.g., slurs, connected (legato, detache), stopped, (staccato, marcato), and/or bounced (spiccato). • Perform a range of dynamic contrasts and tempo changes. • Demonstrate technical fluency and speed. • Discover how to play at least one simple folk song by ear. | <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> • Demonstrate bowing techniques appropriate to the style of music to be learned. • Demonstrate the following bowing techniques: detache, staccato, slurs, and marcato • Slur at least eight notes per bow. • Accurately play a passage with varied groupings of slurs and detache bowings. • Demonstrate scale and finger pattern skills. • Play the following scales: violin-2 octave A,D,G,C, B-flat. E-flat, 1 octave F; viola and cello-2 octave A, D, G, C, F, E-flat 1 octave B-flat; bass-1 octave A, D, G, C, F, B-flat, E-flat. • Play the following positions: violin and viola-1st through 3rd positions; cello-1st through 4th positions; bass-1/2 through 4th positions(or have command of the fingering necessary to play up to and including E on the G string). • List, define and play the dynamics ranging from <i>pp</i> to <i>ff</i>. • Demonstrate bow usage needed to produce <i>p</i> and <i>f</i> dynamics. • Perform with correct intonation. • Individually play scales and passage in tune. | <ul style="list-style-type: none"> • Identify and demonstrate the adjustments and physical development that are required to increase the playing range on a particular instrument, <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> • Recognize and correctly perform bowing style markings. • Define bow terms. • Contrast bowing styles from one style period to another style period. • Identify and perform the keys/scales relating to the works to be studied or performed. • Violins, violas, and cellos perform three octave scales and basses two octave scales in all major and minor chromatic keys. • Demonstrate dynamics ranging from <i>ppp</i> to <i>fff</i>. • Individually and collectively perform musical passages in time and in tune. • Identify incorrect intonation and make necessary adjustments without prompting. |
| <p>Objective C Demonstrate notational literacy.</p> <ul style="list-style-type: none"> • Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them. • Demonstrate reading fluency through singing and reading games and/or exercises. • Sight-read a new piece with the correct rhythms and pitches. | | <p>Objective D Demonstrate notational literacy.</p> <ul style="list-style-type: none"> • Show respect for the rehearsal process. |
| <p>Objective D Demonstrate productive rehearsal</p> | | |

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| <p>habits.</p> <ul style="list-style-type: none"> • Come to rehearsal prepared, do your best, and respect others. • Assist in the care of facilities and equipment. • Demonstrate knowledge, use, and care of instrument. • Explain and/or teach the principles of any of the performance objectives to classmates as needed. <p>Objective E Perform varied repertoire.</p> <ul style="list-style-type: none"> • Perform acceptably in public and/or for adjudication orchestra pieces in the style indicated. • Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Demonstrate ability to follow the conductor. • Successfully prepare and perform accompanied solos and small ensemble pieces. • Display performance etiquette. | <ul style="list-style-type: none"> • Identify incorrect intonation and make adjustments. <p>Objective C Demonstrate notational literacy.</p> <ul style="list-style-type: none"> • Perform unfamiliar exercises and pieces, observing all appropriate signs, symbols, and terms both individually and with various ensembles. • Correctly explain standard notation symbols in instrumental music. • Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another. <p>Objective D Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> • Show respect for the rehearsal. • Demonstrate knowledge, use, and care of instrument. • Contribute positively to the risk-taking rehearsal environment. • Assist in the organization and care of music department supplies, facilities and equipment. • <p>Objective E Perform varied repertoire.</p> | <ul style="list-style-type: none"> • Demonstrate knowledge, use, and care of instrument. • Contribute positively to the risk-taking rehearsal environment. • Assist in the organization and care of music department supplies, facilities, and equipment. <p>Objective E Perform varied repertoire.</p> <ul style="list-style-type: none"> • Acceptably perform in public and/or for adjudication pieces in the style indicated. • Demonstrate ability to follow the conductor. • Identify and define notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. • Successfully perform individual parts. • Successfully prepare and perform accompanied solos and small ensemble pieces. • Display performance etiquette. |
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| | <ul style="list-style-type: none"> • Acceptably perform acceptably in public and/or for adjudication pieces in the style indicated. • Demonstrate ability to follow the conductor. • Identify the key signature, meter, and dynamics of music being studied. • Perform music symbols, terms, and signs as found in intermediate method books. • Successfully perform individual parts. • Successfully prepare and perform accompanied solos and small ensemble pieces. • Display performance etiquette. | |
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STANDARD 2 Create Students will improvise and compose music

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| <p>Objective A Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> • Explore possibilities of sounds that can be produced on the instrument. • Improvise simple rhythms. • Improvise simple melodies using limited pitches and/or creating variations of a familiar tune. | <p>Objective A Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> • Improvise “answers” in the same style to given melodic phrases using pentatonic to major scales up to 8 counts in length. • Answer (vocally, then with instruments) phrases provided by the teacher. | <p>Objective A Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> • Improvise “answers” in the same style to given melodic phrases using pentatonic, major or minor scales up to 16 counts in length. • Answer (vocally, then with instruments) phrases provided by the teacher. |
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| <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> • Practice notation skills through copying music and/or playing rhythm and staff games. • Notate improvised and/or dictated rhythms and pitches separately. • Combine notated rhythms and pitches to make a melody and notate it on the staff. • Move from sound to symbol individually or as a class. • Improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase. • Invent a notation system that describes the music you improvised or reminds you what to play next. • Notate the rhythms and pitches on a staff. <p>Objective C Write original melodies and short compositions.</p> <ul style="list-style-type: none"> • As a class or individually, compose a simple melody, notate it on the staff, and play it. • As a class or individually, write a composition or an arrangement that fits a simple music form such as AB or | <ul style="list-style-type: none"> • Participate in group improvisation using the tones of the pentatonic or major scales. • Play embellishments (rhythmic and melodic) to simple melodies and familiar tones. <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> • Correctly use all appropriate terms and symbols in notating simple compositions and arrangements. • Finish notating partially written phrases. • Write variations of a given theme. • Write a consequent phrase for a given antecedent phrase. • Complete a given partial melody so that it ends in different ways. <p>Objective C Write original melodies and short compositions.</p> <ul style="list-style-type: none"> • Finish notating partially written phrases. • Write variations of a given phrase. • Write a consequent phrase for a given antecedent phrase. | <ul style="list-style-type: none"> • Participate in group improvisation using the tones of the pentatonic, major or minor scales. • Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes. <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> • Correctly use appropriate terms and symbols in notating simple compositions and arrangements. • Finish notating partially written phrases. • Write variations of a given phrase. • Write a consequent phrase for a given antecedent phrase. • Complete a partial melody so that it ends in different ways. |
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| ABA. | | |
| <p>STANDARD 3 Listen/Analyze/Evaluate Students will expand music listening skills and use music vocabulary to analyze and evaluate music</p> | | |
| <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> • Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation. • Explain how music you play is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations). • Discuss these characteristics of the music listened to or played. • Compare and contrast styles from a variety of cultures and time periods. • Describe the emotions and thoughts the music communicates and how it does so. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> • List important criteria for determining the quality of a music performance. | <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> • Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples. • Analyze what the music is communicating and how. • Make value judgments on music based on the effectiveness of the musical events and expressive effects. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> • List important criteria for determining the quality of a music performance. • Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement. • Demonstrate proper behavior while at a concert. • Compare/contrast live musical | <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> • Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation. • Explain how own music played is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations). • Discuss these characteristics of music listened to or played. • Compare and contrast styles from a variety of cultures and time periods. • Describe emotions and thoughts the music communicates and how it does so. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> • List important criteria for determining the quality of a music performance. |

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| <ul style="list-style-type: none"> Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement. Demonstrate proper behavior while at a concert. Compare/contrast live musical performances with recordings. <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments. Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents. Explain how the quality of own performance affects the performance of the whole group. | <p>performances with recordings.</p> <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments. Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents. Explain how the quality of own performance affects the performance of the whole group. | <ul style="list-style-type: none"> Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement. Demonstrate impeccable behavior while at a concert. Compare/contrast live musical performances with recordings. <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments. Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents. Explain how the quality of own performance affects the performance of the whole group. |
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STANDARD 4 Discover Meaning Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

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| <p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> • Evaluate how the study of music expands the ability to communicate with and understand others. • Tell how music can be a joyful part of daily activities. • Describe how making music together helps develop skills and success in working with others. • Describe how self and/or class have used music to be of service to someone. • Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. | <p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> • Evaluate how the study of music expands the ability to communicate with and understand others. • Tell how music can be a joyful part of daily activities. • Describe how making music together helps develop skills and success in working with others. • Describe how self and/or class have used music to be of service to someone. • Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. | <p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> • Evaluate how the study of music expands the ability to communicate with and understand others. • Tell how music can be a joyful part of daily activities. • Describe how making music together helps develop skills and success in working with others. • Describe how self and/or class have used music to be of service to someone. • Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. |
| <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> • Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. • Perform and enjoy music related to various cultures, times, and places. • Explain what the music experienced above means personally. | <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> • Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. • Perform and enjoy music related to various cultures, times, and places. • Explain what the music experienced above means personally. | <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> • Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. • Perform and enjoy music related to various cultures, times, and places. • Explain what the music experienced above means personally. |

