

**Secondary Orchestra**

2018-2019

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**Overview of Learning Goals**

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|  | **Intonation** | **Rhythm** | **Tone Production** | **Ensemble Skills** | **Performance Skills** |
| **PHASE I - V** | A: Differentiate and demonstrate finger patterns with correct notes and intonation as they apply to Grade  ( ) string literature. | A: Differentiate and demonstrate note and rest values as they apply to Grade  ( ) string literature. | A: Differentiate and demonstrate articulations and markings with a consistent and characteristic tone as they apply to Grade  ( ) string literature. | A: Identify and execute required rehearsal etiquette.  B: Make decisions and problem solve individually, in small groups and the large ensemble to develop and refine artistic work for presentation. | A: Identify and execute required performer etiquette.  B: Analyze and evaluate ensemble and individual performances. |

**Guidance for Grade Levels of Music**

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| **Phase** | **Guidance for Grade Levels of Music** |
| I | Grade .5 – 1/Very Easy – Easy |
| II | Grade 1.5 – 2/Easy – Medium Easy |
| III | Grade 2.5 – 3/Medium Easy – Medium |
| IV | Grade 3.5 – 4/Medium – Medium Advance |
| V | Grade 4.5+/Medium Advance – Advance |

*\*Phases II – V include/incorporate all prior knowledge within that same standard.*

**Topic 1: Notes**

**Topic Specific Descriptors: Skill demonstration may be formal or informal in assessment; literature difficulty is based on the Grade Level Scales found on page 2.**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Develop and execute a strategy to perform music at level beyond the Learning Goal. | 3A: Differentiate and demonstrate finger patterns with correct notes and intonation as they apply to Grade ( ) string literature. | 2A: Identify elements of finger patterns with correct notes and intonation as they apply to Grade Level ( ) string literature, with assistance. |

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| **Phase** | **Key Learning Components for Notes:**  The components listed below are examples of skills you might see in the classroom to achieve mastery of the learning goal. |
| **I** | - Range of one octave  - Music with the notes in the keys of D, G, and C major along with relative natural minors  - Correct left side posture |
| **II** | - One octave scales in the keys of A, F, and B flat major along with relative natural minors  - Music that utilizes the key of one of the identified Phase 2 Major scales and incorporates accidentals |
| **III** | - One octave scales in the keys of E and E-flat major along with natural minors  - 2 octave Phase I scales with appropriate shifting  - Identify key signatures and the usage of accidentals |
| **IV** | - All prior learned scales in 2 octaves with logical shifting (memorized) |
| **V** | - Violin, Viola, and Cello play any major scale (memorized) up to and including 5 flats and sharps in 16th notes at a metronome speed of a quarter note = 60 in three octaves  - Bass play 2 octaves in 16th notes at a metronome speed of a quarter note = 50 |

**Topic 2: Rhythm**

**Topic Specific Descriptors: Skill demonstration may be formal or informal in assessment; literature difficulty is based on the Grade Level Scales found on page 2.**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Develop and execute a strategy to perform music at level beyond the Learning Goal. | 3A: Differentiate and demonstrate note and rest values as they apply to Grade ( ) string literature. | 2A: Differentiate and demonstrate elements of note and rest values as they apply to Grade ( ) string literature, with assistance. |

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| **Phase** | **Key Learning Components for Rhythm:**  The components listed below are examples of skills you might see in the classroom to achieve mastery of the learning goal. |
| **I** | - Whole, half, quarter notes and rests  - 8th notes in pairs  - Dotted half notes  - 4/4, 2/4, and 3/4 time signature |
| **II** | - Dotted quarter rhythms  - Sixteenth notes in pairs  - Triplets  - Compound meter  - Eighth notes and rests  - Eighth-quarter-eighth syncopation with note and rest combinations  - Dotted eighth-sixteenth rhythms |
| **III** | - Half and quarter note triplets  - Grade notes and embellishments  - Simple and compound meter changes  - Single set of sixteenth note triplets  - Dotted eighth-sixteenth-eight in compound meter  - Eighth and sixteenth notes in any combination of simple and compound meter |
| **IV** | - Asymmetrical meter (7/8, 5/4, etc.)  - Tuplets and triplets  - 32nd and 64th notes  - Simple and compound meter changes with increasing complexity |
| **V** | - Counting and playing any rhythm  - Navigate frequent changes in meter — simple, compound, and asymmetric |

**Topic 3: Tone/Articulation**

**Topic Specific Descriptors: Skill demonstration may be formal or informal in assessment; literature difficulty is based on the Grade Level Scales found on page 2.**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Develop and execute a strategy to perform music at level beyond the Learning Goal. | 3A: Differentiate and demonstrate articulations and markings with a consistent and characteristic tone as they apply to Grade  ( ) string literature. | 2A: Differentiate and demonstrate elements of articulations and markings as they apply to Grade Level ( ) string literature, with assistance. |

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| **Phase** | **Key Learning Components for Rhythm:**  The components listed below are examples of skills you might see in the classroom to achieve mastery of the learning goal. |
| **I** | - Correct bow hold - Up bow and down bow  - Arco - Bow lift  - Detache bow - Pizzacato |
| **II** | - Pianissimo through fortissimo - Crescendo and diminuendo  - Accent - Staccato  - Legato - Hooked bow  - Double stops - Slurs |
| **III** | - All dynamic levels - Beginner vibrato  - Tenuto - Sforzando  - Tremolo - Trills  - Forte piano - Legato and Marcato |
| **IV** | -Vibrato - Spiccato  - Ricochet - Col legno |
| **V** | - Any combination of the above examples that go beyond Phase IV |

**Topic 4: Ensemble Skills**

**Topic Specific Descriptors: Skill demonstration may be formal or informal in assessment; literature difficulty is based on the Grade Level Scales found on page 2.**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4A: Develop and execute a strategy to perform music at level beyond the Learning Goal. | 3A: Identify and execute required rehearsal etiquette.  3B: Make decisions and problem solve individually, in small groups and the large ensemble to develop and refine artistic work for presentation. | 2A: Identify rehearsal etiquette.  2B: Make decisions and problem solve with assistance in small groups and the large ensemble. |

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| **Phase** | **Key Learning Components for Ensemble Skills:**  The components listed below are examples of skills you might see in the classroom to achieve mastery of the learning goal. |
| **I-V** | - Arrives at appropriate time for rehearsals  - Prepared with required materials (i.e. pencil, music, instrument, etc.)  - Ability to remain focused throughout rehearsals  - Following tuning procedures  - Collaboratively working with peers and adults |

**Topic 5: Performance Skills**

**Topic Specific Descriptors: Skill demonstration may be formal or informal in assessment; literature difficulty is based on the Grade Level Scales found on page 2.**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4A: Develop strategies to demonstrate performance etiquette beyond the learning goal for self and others.  4B: Analyze and evaluate self-generated performances. | 3A: Identify and execute required performer etiquette.  3B: Analyze and evaluate ensemble and individual performances. | 2A: Identify performance etiquette.  2B: Identify elements of ensemble and individual performances. |

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| **Phase** | **Key Learning Components for Performance Skills**  The components listed below are examples of skills you might see in the classroom to achieve mastery of the learning goal. |
| **I-V** | - Arrives at appropriate time for performance  - Prepared with required materials for performance  - Follows required concert attire  - Remains respectful and focused on and off stage for entirety of the performance |