

**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 |