

Independent School District of Boise City

Orchestra 4 - 10th/11th/12th Grade

District #1052

Course Description

Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in orchestra at the high school level. Students will also prepare and perform in concerts and festival, and will be given the opportunity to perform in the district solo and ensemble festival.

Philosophy

The [Music Department's philosophy](#) is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives students the opportunity to gain self-esteem by learning new skills and talents. It also gives students the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

Music gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.

Plato

Materials

- Orchestra method book
- Selected supplementary books
- Sheet music/orchestra arrangements for concert performance

Course Scope

Unit 1	Music Literacy	Ongoing
Unit 2	Music History	Ongoing
Unit 3	Musicianship	Ongoing
Unit 4	Concert Etiquette	Ongoing
Unit 5	Right Hand Technique	Ongoing
Unit 6	Left Hand Technique	Ongoing

Orchestra 4-10th, 11th, and 12th Grades		District Reference 1052
Unit 1	Music Literacy	Time Frame: Ongoing

Instructional Objective		Standard Reference	
1052.01 Students will demonstrate knowledge of music reading and theory skills appropriate to the level.		N – 2: a, b 3: a, b, c 4: a 5: a, b, c, e 9-12.Mu.2.1; 2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Knowledge of previous concepts	Student Orchestra method	TO and TMA
02	Tune all strings from a given “A”, using double stops (bass-harmonics) to assist	Teacher demonstration	TO
03	Read and locate notes in the following positions: Violin – treble clef, half through 5th positions and upper positions as needed; Viola - -alto and treble clef, half through 5th positions and upper positions as needed; Cello – bass, tenor and treble clef, half through thumb positions and upper positions as needed; Bass – bass and tenor clef, half through thumb positions and upper positions as needed	Student Orchestra method and selected repertoire	TO
04	Read, understand, and perform grade level 5 music including: terminology, symbols, rhythms, key signatures and time signatures	Selected repertoire	TO
05	Perform three octave major and minor scales with advanced rhythms, bowings and increasing tempos to develop evenness, fluency and speed	Student Orchestra method	TO
06	Perform literature in any major and minor key signature at grade level 5 music	Selected repertoire	TO
07	Perform high school literature of grade level 4 difficulty with minimum of errors	Selected repertoire	TO
08	Advanced ability to maintain a steady pulse and interpret rhythmic patterns	Student Orchestra method and selected repertoire	TO
09	Advanced ability to establish and maintain an approximate tempo by interpreting a tempo marking	Student Orchestra method and selected repertoire	TO
10	Advanced knowledge of articulation markings relative to the musical style period of the composition	Selected repertoire	TO and TMA
11	Knowledge of the diminished and augmented intervals	Student Orchestra method	TMA
12	Compose advanced melodies with primary chord accompaniment	Student Orchestra method and teacher	TO

		demonstration	
13	Advanced improvisation on their instrument	Student Orchestra method and teacher demonstration	TO
14	Knowledge of major and minor triads	Student Orchestra method	TO

Unit 2	Music History	Ongoing
---------------	----------------------	----------------

Instructional Objective 1052.02 Students will demonstrate an understanding of music history appropriate to the level.		Standard Reference N – 9: a, b 9-12.Mu.1.1; 1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Knowledge of previous concepts	Student Orchestra method	TO
02	Listen to representative recorded musical selections from each music period and identify the period to which it belongs	Student Orchestra method	TO and TMA
03	Knowledge of styles, performance practices and social purpose of music throughout history	Student Orchestra method and selected repertoire	TO and TMA
04	Knowledge of prominent musicians who have had a profound effect in music	Teacher discussion	TMA
05	Knowledge of music history and the contribution music has made to the world cultures	Teacher discussion	TMA

Unit 3	Musicianship	Ongoing
---------------	---------------------	----------------

Instructional Objective 1052.03 Students will demonstrate good musicianship in ensemble and performance appropriate to the level.		Standard Reference N – 2: a, b, c, d 7: a, b 9-12.Mu.2.2; 3.1; 3.2; 3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Knowledge of previous concepts	Student Orchestra method	TO
02	Correct tuning procedures in a concert setting	Teacher demonstration	TO
03	Exhibit correct tone production and advanced bowing styles appropriate to various music styles	Teacher demonstration	TO
04	Advanced playing posture, proper fingerings and advanced bowing techniques	Teacher demonstration	TO
05	Advanced level of proper blend, balance, tone and intonation skills	Teacher demonstration	TO
06	Perform advanced characteristic attacks, releases,	Teacher	TO

	expression markings and phrasing	demonstration	
07	Execute advanced rhythmic figures with technical proficiency and show rhythmic independence	Teacher demonstration	TO
08	Develop an increased appreciating for excellence in performance	Teacher discussion	TO
09	Students will perform in small ensembles.	Selected repertoire	TO
10	Have the opportunity to perform a solo with the orchestra	Selected repertoire	TO
11	Ability to evaluate individual and group performance	Teacher discussion	TO and TMA
12	Advanced ability to lead an ensemble through body actions, eye contact and breathing	Teacher demonstration	TO
13	Given the opportunity to participate in music activities outside of the music class	Teacher discussion	TO
14	Attend other concerts of performing groups and listen to recordings of music	Teacher discussion	TO
15	Encouraged to continue musical and instrumental growth after graduation	Teacher discussion	TO
16	Critically evaluate their own performance using specific criteria	Teacher discussion	TMA

Unit 4	Concert Etiquette	Ongoing
---------------	--------------------------	----------------

Instructional Objective		Standard Reference	
1052.04 Students will demonstrate good concert etiquette appropriate to the level.		N – 2: a, b, c 7: a, b 9-12.Mu.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Increased understanding of proper concert decorum	Teacher discussion	TO and TMA
02	Increased appreciation for excellence in performance	Teacher discussion	TO

Unit 5	Right Hand Technique	Time Frame: Ongoing
---------------	-----------------------------	----------------------------

Instructional Objective		Standard Reference	
1052.05 Students will demonstrate good right hand skills appropriate to the level.		N – 2: a, b, c, d, e 9-12.Mu.3.1; 3.2; 3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Knowledge of previous concepts	Student Orchestra method	TO
02	Demonstrate the following bow strokes: detache, martele, staccato, hooked staccato, pizzicato, accents, colle, loure, tremolo, spiccato, sul tasto, sul ponticello, col legno, ricochet, flying spiccato,	Student Orchestra method and teacher demonstration	TO

	sautille double stops, three note chords, broken four note chords and advanced slurring technique		
03	Demonstrate increased dynamic and tone control variations by employing knowledgeable bow placement and speed control	Student Orchestra method and teacher demonstration	TO
04	Knowledge of the advanced bowing rules (as presented in <i>Orchestra Bowings and Routines</i> by Elizabeth Green) by marking bowings in orchestral literature	Student Orchestra method and teacher demonstration	TO
05	Perform skills necessary for the musical performance of grade level 5 orchestral literature	Selected repertoire	TO

Unit 6	Left Hand Technique	Ongoing
---------------	----------------------------	----------------

Instructional Objective		Standard Reference	
1052.06 Students will demonstrate good left hand skills appropriate to the level.		N – 2: a, b, c, d, e 9-12.Mu.3.1; 3.2; 3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Knowledge of previous concepts	Student Orchestra method	TO
02	Demonstrate all positions needed to perform grade level 5 music	Student Orchestra method and teacher demonstration	TO
03	Advanced ability to use all essential left-hand technical skills, including shifting, necessary and appropriate for the musical performance of grade level 5 orchestral literature	Student Orchestra method and teacher demonstration	TO
04	Continue to refine a musical vibrato and be able to vary speed and width as the music demands	Student Orchestra method and teacher demonstration	TO
05	Advanced shifting through the practice of one string scales, one finger scales on one string and exercises using natural harmonics	Student Orchestra method and teacher demonstration	TO
06	Demonstrate the basic knowledge of fingered harmonics	Student Orchestra method and teacher demonstration	TO

National Music Standards

GRADES 9-12

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Achievement Standard, Advanced:

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers
- e. students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

- a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.
- 9-12.Mu.1.1.4 Identify famous musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history.
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms.
- 9-12.Mu.2.1.3 Compare two contrasting musical works.
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.
- 9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.

- 9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist.
- 9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance.
- 9-12.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony.
- 9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique.
- 9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.
- 9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies.
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.
- 9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills.
- 9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.