

Advanced Orchestra II (Grades 9-12)(2023)

Creating CR

- 1** **Improvise, compose, and arrange music within specified guidelines.** HSA0.CR.1
 - a Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). HSA0.CR.1.A
 - b Improvise, compose, or arrange a melody or variation of a melody. HSA0.CR.1.B
 - c Share improvised, composed, or arranged pieces. HSA0.CR.1.C
 - d Refine improvised or composed pieces using student-created criteria. HSA0.CR.1.D
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Performing PR

- 1** **Perform a varied repertoire of music on instruments, alone and with others.** HSA0.PR.1
 - a Demonstrate the ability to match pitch and adjust intonation through playing and singing. HSA0.PR.1.A
 - b Demonstrate an understanding of phrasing through performing melodies. HSA0.PR.1.B
 - c Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. HSA0.PR.1.C
 - d Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of IV and/or V on a scale of I to VI. HSA0.PR.1.D
 - e Apply the use of vibrato in appropriate orchestra literature. HSA0.PR.1.E
 - f Exhibit the ability to accurately tune respective instrument. HSA0.PR.1.F
 - g Demonstrate the ability to play in $\frac{1}{2}$ through V positions and use those positions when performing selected music. HSA0.PR.1.G
 - h Produce a characteristic, artistic sound using bowings and articulations used in music being performed. HSA0.PR.1.H
 - i Utilize correct finger patterns in performing scales and repertoire in major and minor keys up to 4 sharps and 4 flats. HSA0.PR.1.I
 - j Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. HSA0.PR.1.J
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- 2** **Read and Notate music.** HSA0.PR.2

- a Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alla breve, and mixed meter. [HSA0.PR.2.A](#)
 - b Analyze the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. [HSA0.PR.2.B](#)
 - c Use the circle of fifths to identify and perform keys appropriate to the music being performed. [HSA0.PR.2.C](#)
 - d Accurately and expressively sight-read music with a difficulty level of III on a scale of I to VI. [HSA0.PR.2.D](#)
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Responding [RE](#)

1 Listen to, analyze, and describe music. [HSA0.RE.1](#)

- a Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. [HSA0.RE.1.A](#)
 - b Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed). [HSA0.RE.1.B](#)
 - c Discuss the form and phrase structure of music being performed. [HSA0.RE.1.C](#)
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2 Evaluate music and music performances. [HSA0.RE.2](#)

- a Critique recorded examples of music performed by the ensemble and other ensembles and assess strategies for improvement. [HSA0.RE.2.A](#)
 - b Analyze a given musical work in terms of its aesthetic qualities and assess the musical means it uses to evoke feelings and emotions. [HSA0.RE.2.B](#)
 - c Listen to and/or watch professional ensembles and assess critical expressive elements. [HSA0.RE.2.C](#)
 - d Evaluate and discuss ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. [HSA0.RE.2.D](#)
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Connecting [CN](#)

1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. [HSA0.CN.1](#)

- a Assess the benefits of musical study as part of a well-rounded education. [HSA0.CN.1.A](#)
 - b Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music). [HSA0.CN.1.B](#)
 - c Analyze the ways in which other subjects relate to music. [HSA0.CN.1.C](#)
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2 Understand music in relation to history and culture. [HSA0.CN.2](#)

- a Classify a musical selection by time period and analyze the reasoning behind the classification. [HSA0.CN.2.A](#)

- b** Analyze the ways in which the music performed in class relates to the culture and society of its time and other times. **HSA0.CN.2.B**