

Beginning Orchestra I (Grades 9-12)(2023)

Creating CR

- 1** **Improvise, compose, and arrange music within specified guidelines.** HSB0.CR.1
 - a** Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). HSB0.CR.1.A
 - b** Improvise, compose, or arrange a melody or variation of a melody. HSB0.CR.1.B
 - c** Share improvised, composed, or arranged pieces. HSB0.CR.1.C
 - d** Use teacher-created criteria to refine improvised or composed pieces. HSB0.CR.1.D
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Performing PR

- 1** **Perform a varied repertoire of music on instruments, alone and with others.** HSB0.PR.1
- a** Demonstrate the ability to match pitch and adjust intonation through playing and singing. HSB0.PR.1.A
- b** Demonstrate an understanding of phrasing through performing simple melodies. HSB0.PR.1.B
- c** Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. HSB0.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 II and/or III on a scale of I to VI. HSB0.PR.1.D
- e** Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. HSB0.PR.1.E
- f** Demonstrate basic vibrato. HSB0.PR.1.F
- g** Exhibit the ability to accurately tune respective instrument. HSB0.PR.1.G
- h** Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position). HSB0.PR.1.H
- i** Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. HSB0.PR.1.I
- j** Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, and Bb, Eb and the minor keys of e, a, d. HSB0.PR.1.J

- k Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo. [HSB0.PR.1.K](#)
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2 Read and Notate music. [HSB0.PR.2](#)

- a Identify notes in the staff and on ledger lines of respective clef. [HSB0.PR.2.A](#)
 - b Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys e, a, and d. [HSB0.PR.2.B](#)
 - c Read and notate rhythms (e.g. 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, 3/4, 2/4, 6/8, alla breve and mixed meter. [HSB0.PR.2.C](#)
 - d Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. [HSB0.PR.2.D](#)
 - e Accurately and expressively sight-read music with a difficulty level of I on a scale of I to VI. [HSB0.PR.2.E](#)
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Responding [RE](#)

1 Listen to, analyze, and describe music. [HSB0.RE.1](#)

- a Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSB0.RE.1.A](#)
 - b Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed). [HSB0.RE.1.B](#)
 - c Identify simple musical forms. [HSB0.RE.1.C](#)
 - d Listen to and/or watch professional ensembles and discuss critical expressive elements of their performances. [HSB0.RE.1.D](#)
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2 Evaluate music and music performances. [HSB0.RE.2](#)

- a Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. [HSB0.RE.2.A](#)
 - b Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. [HSB0.RE.2.B](#)
 - c Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. [HSB0.RE.2.C](#)
 - d Using self-reflection and peer feedback, critique recorded examples of music performed by the ensemble and other ensembles and make suggestions for improvement. [HSB0.RE.2.D](#)
 - e Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. [HSB0.RE.2.E](#)
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Connecting [CN](#)

1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. [HSB0.CN.1](#)

- a Explain the benefits of musical study as part of a well-rounded education. [HSB0.CN.1.A](#)
 - b Discuss how other subjects relate to music. [HSB0.CN.1.B](#)
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2 Understand music in relation to history and culture. [HSB0.CN.2](#)

- a Identify and compare performance styles of music learned in class. [HSB0.CN.2.A](#)
- b Discuss how the music performed in class relates to the culture and society in which we live. [HSB0.CN.2.B](#)