Georgia Fine Arts

Orchestra: Grades K-5 (2023)

Creating CR

1 Improvise, compose, and arrange music within specified guidelines. ESBO.CR.1

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

Performing PR

1 Perform a varied repertoire of music on instruments, alone and with others. ESBO.PR.1

- a Demonstrate the ability to match pitch and adjust intonation through playing and singing. ESBO.PR.1.A
- b Demonstrate an understanding of phrasing through performing simple melodies. ESBO.PR.1.B
- c Discuss and demonstrate characteristic tone production on a string instrument. ESBO.PR.1.C
- d Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. ESBO.PR.1.D
- e Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. ESBO.PR.1.E
- f Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. ESBO.PR.1.F
- g Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. ESBO.PR.1.G

2 Read and Notate music. ESBO.PR.2

- a Identify notes in the staff and on ledger lines of respective clef. ESBO.PR.2.A
- b Read and notate notes within key signatures D, G, and C. ESBO.PR.2.B
- c Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4). ESBO.PR.2.C
- d Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. ESBO.PR.2.D

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Responding RE

1 **Listen to, analyze, and describe music.** ESBO.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. ESBO.RE.1.A
- b Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed). ESBO.RE.1.B

2 **Evaluate music and music performances.** ESBO.RE.2

- a Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. ESBO.RE.2.A
- b Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. ESBO.RE.2.B
- c Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. ESBO.RE.2.C
- d Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance. ESBO.RE.2.D

Connecting CN

1 **Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.** ESBO.CN.1

- a Explain the benefits of musical study as part of a well-rounded education. ESBO.CN.1.A
- b Discuss how other subjects are related to music. ESBO.CN.1.B

2 **Understand music in relation to history and culture.** ESBO.CN.2

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