MUSIC Achievement Portfolio



Orchestra II

(02040300010)

Student

	Music Teacher	
ractice Dayslans	Parent	
ractice Develops	School and District	
Confidence		

Description of Intermediate Orchestra

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Beginning Orchestra* (02040300001) or audition.

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

 Music Connections (02040000010)
 Guitar/Piano (02040300040)

 Music Aesthetics (02040000020)
 Composition (02040000040)

Chorus I (02040200001) Band I (02040100001) Orchestra I (02040300001)

Chorus II (02040200010) Band II (02040100010) Orchestra II (02040300010)

Chorus III (02040200020) Band III (02040100020) Orchestra III (02040300020)

Intermediate Orchestra Student Achievement Portfolio

Standard 1 PERFORM

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Play with a straight bow stroke.
- Demonstrate knowledge of contact point of bow to string.
- Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.
- Demonstrate the effect of bow speed and bow weight on tone.
- Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.
- Explain (teach) the principles of proper position to other students.
- Demonstrate a beginning vibrato motion.

Objective B: Demonstrate technical performance skills.

- Demonstrate bowing techniques appropriate to the style of music to be learned.
- Demonstrate the following bowing techniques: detache, staccato, slurs, marcato.
- Slur at least eight notes per bow.
- Accurately play a passage with varied groupings of slurs and detache bowings.
- Demonstrate scale and finger pattern skills.
- Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C. F, E-flat, 1 octave B-flat; bass—1 octave A, D G, C, F, B-flat, E-flat.
- Play the following positions: violin and viola —1st through 3rd positions; cello—1st through 4th positions; bass—1/2 through 4th positions (or have command of the fingering necessary to play up to and including E on the G string).
- List, define and play the dynamics ranging from *pp* to *ff*.
- Demonstrate bow usage needed to produce p and f dynamics.
- Perform with correct intonation.
- Individually play scales and passages in tune.
- Identify incorrect intonation and make necessary adjustments.

Objective C: Demonstrate notational literacy.

- Perform unfamiliar exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- Correctly explain standard notation symbols in instrumental music.
- Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.

Objective D: Demonstrate productive rehearsal habits.

- Show respect for the rehearsal.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify the key signature, meter, tempo, and dynamics of music being studied.
- Perform musical symbols, terms, and signs as found in intermediate method books.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display commendable performance etiquette.

Standard 2 CREATE

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise "answers" in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

Objective B: Record musical thoughts in Objective C: Document personal growth as a musician. standard notation. Correctly use all appropriate terms and symbols in Using the criteria from Objective B, evaluate notating simple compositions and arrangements. strengths and weaknesses in personal performance. Finish notating partially written phrases. Organize and maintain records of completed work; e.g., recordings, journal writings, Write variations of a given phrase. self/peer/teacher/adjudicator assessments. Write a consequent phrase for a given antecedent Select a piece of own completed work that most clearly illustrates progress and explain this choice Complete a given partial melody so that it ends in to teacher and/or parents. different ways. Explain how the quality of own performance Objective C: Write original melodies and affects the performance of the whole group. short compositions. Standard 4 DISCOVER MEANING Finish notating partially written phrases. Students will find avenues of understanding and Write variations of a given phrase. communication through connecting music to Write a consequent phrase for a given antecedent personal growth, the joy of living, traditions, phrase. culture, and history. Standard 3 LISTEN/ANALYZE/EVALUATE Objective A: Examine how music relates to Students will expand music listening skills and personal development and enjoyment of life. use music vocabulary to analyze and evaluate Evaluate how the study of music expands the music. ability to communicate with and understand others. Tell how music can be a joyful part of daily Objective A: Analyze and evaluate musical Describe how making music together helps develop examples. skills and success in working with others. Describe, using the vocabulary of music, musical Describe how self and/or class have used music to events as they occur in performance repertoire or in be of service to someone. recorded examples. Explain how participation in music can become a Analyze what the music is communicating and lifetime pursuit and/or develop analytical and creative thinking skills. Make value judgments on music based on the effectiveness of the musical events and expressive **Objective B: Experience how music connects** effects. us to history, culture, heritage, and community. **Objective B: Evaluate ensemble** Demonstrate how people celebrate, mourn, create, performances. communicate ideas, help others, express feelings, List important criteria for determining the quality come together, and/or enjoy themselves through of a music performance. Using this list, identify, analyze, and evaluate music. Perform and enjoy music related to various strengths and weaknesses in performance and cultures, times, and places. prepare suggestions for improvement. Explain what the music experienced above means Demonstrate proper behavior while at a concert. personally. Compare/contrast live musical performances with recordings. ORCHESTRA II LEGEND Each box to the left of the objective contains a number that represents a level of achievement from this list: Independent 9 Fluent 8 Developing Distinguished 10 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit: http://www.usoe.k12.ut.us/curr/FineArt The space below is for written communication between student, teacher, and parent.