

Beginning Orchestra I-IV

Fine Arts Curriculum Framework

2014

Beginning Orchestra I-IV

Course Numbers: BOI: 358540 BOII: 358540 BOIII: 358540 BOIV: 358540

Grades: 5-8

Prerequisites: There is no prerequisite for Beginning Orchestra I. The student entering Beginning Orchestra II, Beginning Orchestra III, or Beginning Orchestra IV must successfully complete the preceding year of Beginning Orchestra and/or have the instructor’s approval through audition.

Orchestra I-IV are two-semester courses designed for traditional and emerging ensembles performing on orchestral stringed instruments. Beginning Orchestra I-IV students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Beginning Orchestra I-IV students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will perform regularly in a variety of settings and will demonstrate successful completion of student learning expectations.

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.1 = College and Career Ready Anchor Standard.Reading.1
7. It is recommended that any first-year orchestra student be placed in Beginning Orchestra I, regardless of grade.

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
CR.1.BOI.1 <i>Improvise</i> simple rhythmic variations	CR.1.BOII.1 <i>Improvise</i> simple rhythmic or melodic variations	CR.1.BOIII.1 <i>Improvise</i> basic rhythmic or melodic variations	CR.1.BOIV.1 <i>Improvise</i> moderately complex rhythmic or melodic variations	CCRA.R.4, 5 CCRA.SL.4

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
CR.2.BOI.1 Compose a simple two-measure phrase with prescribed notation	CR.2.BOII.1 Compose a simple four-measure phrase with prescribed notation	CR.2.BOIII.1 Compose, with limited guidance, a more complex four-measure phrase	CR.2.BOIV.1 Compose, with little or no guidance, an original melodic line	CCRA.W.4, 5
CR.2.BOI.2 Identify movement to maintain a steady tempo	CR.2.BOII.2 Demonstrate movement to maintain a steady tempo	CR.2.BOIII.2 Employ appropriate movement to maintain a steady tempo	CR.2.BOIV.2 Employ a variety of appropriate movements to maintain a steady tempo	

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
CR.3.BOI.1 Share personally-developed <i>motifs</i> that demonstrate understanding of the <i>elements of music</i> as a soloist	CR.3.BOII.1 Share personally-developed <i>motifs</i> that demonstrate understanding of the <i>elements of music</i> as an ensemble	CR.3.BOIII.1 Share personally-developed passages that demonstrate understanding of the <i>elements of music</i> as a soloist	CR.3.BOIV.1 Share personally-developed passages that demonstrate understanding <i>elements of music</i> as an ensemble	CCRA.W.4, 6 CCRA.SL.1, 4 CCRA.L.6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
P.4.BOI.1 Play simple music in contrasting <i>styles</i> alone and with others	P.4.BOII.1 Play basic music in contrasting <i>styles</i> alone and with others	P.4.BOIII.1 Play intermediate music in contrasting <i>styles</i> alone and with others	P.4.BOIV.1 Play <i>graded literature</i> in contrasting <i>styles</i> alone and with others	CCRA.R.4 CCRA.SL.1, 4
P.4.BOI.2 <i>Sight-read</i> simple music	P.4.BOII.2 <i>Sight-read</i> basic music	P.4.BOIII.2 <i>Sight-read</i> intermediate music	P.4.BOIV.2 <i>Sight-read graded literature</i>	CCRA.R.1, 4
P.4.BOI.3 Identify basic music terminology <ul style="list-style-type: none"> • allegro • arco • pizzicato 	P.4.BOII.3 Explain basic music terminology <ul style="list-style-type: none"> • allegro • arco • D.C. al fine • moderato • pizzicato 	P.4.BOIII.3 Discuss basic music terminology <ul style="list-style-type: none"> • allegro • andante • arco • D.C. al coda • D.C. al fine • moderato • pizzicato • ritardando 	P.4.BOIV.3 Analyze basic music terminology <ul style="list-style-type: none"> • adagio • allegro • andante • arco • cantabile • D.C. al coda • D.C. al fine • moderato • pizzicato • ritardando 	CCRA.L.6

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
<p>P.5.BOI.1 Perform basic dynamics</p> <ul style="list-style-type: none"> • forte • piano 	<p>P.5.BOII.1 Perform dynamics</p> <ul style="list-style-type: none"> • forte • piano • mezzo-forte • mezzo-piano 	<p>P.5.BOIII.1 Perform dynamics with increased tempo</p> <ul style="list-style-type: none"> • forte • piano • mezzo-forte • mezzo-piano • fortissimo • pianissimo • crescendo • decrescendo 	<p>P.5.BOIV.1 Perform dynamics with increased tempo and accuracy</p> <ul style="list-style-type: none"> • forte • piano • mezzo-forte • mezzo-piano • fortissimo • pianissimo • crescendo • decrescendo 	<p>CCRA.R.1, 4 CCRA.L.6</p>
<p>P.5.BOI.2 Identify characteristic tone quality through appropriate use of the bow</p> <ul style="list-style-type: none"> • bow hold • bow length • bow speed • use of full bow 	<p>P.5.BOII.2 Demonstrate characteristic tone quality through appropriate use of the bow</p> <ul style="list-style-type: none"> • bow hold • bow length • bow speed • use of full bow 	<p>P.5.BOIII.2 Demonstrate characteristic tone quality through appropriate use of the bow</p> <ul style="list-style-type: none"> • bow hold • bow length • bow speed • use of full bow • vibrato 	<p>P.5.BOIV.2 Demonstrate characteristic tone quality at various dynamic levels through appropriate use of the bow</p> <ul style="list-style-type: none"> • bow hold • bow length • bow speed • use of full bow • vibrato 	<p>CCRA.R.4, 5 CCRA.SL.4</p>
<p>P.5.BOI.3 Identify techniques</p> <ul style="list-style-type: none"> • finger spacing • left arm position • left hand shape <p>that affect proper <i>intonation</i></p>	<p>P.5.BOII.3 Improve <i>intonation</i> by employing proper techniques</p> <ul style="list-style-type: none"> • finger spacing • left arm position • left hand shape 	<p>P.5.BOIII.3 Achieve centered <i>intonation</i> by employing proper techniques</p> <ul style="list-style-type: none"> • finger spacing • left arm position • left hand shape 	<p>P.5.BOIV.3 Refine <i>intonation</i> by consistently using proper techniques</p> <ul style="list-style-type: none"> • finger spacing • left arm position • left hand shape 	<p>CCRA.SL.4</p>

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
<p>P.5.BOI.4 Demonstrate basic articulation patterns</p> <ul style="list-style-type: none"> détaché slur 	<p>P.5.BOII.4 Demonstrate articulation patterns</p> <ul style="list-style-type: none"> détaché slur legato staccato 	<p>P.5.BOIII.4 Demonstrate articulation patterns with increased tempo</p> <ul style="list-style-type: none"> détaché slur legato staccato hooked bow 	<p>P.5.BOIV.4 Demonstrate articulation patterns with increased tempo and accuracy</p> <ul style="list-style-type: none"> détaché slur legato staccato hooked bow accent martelé (marcato) 	<p>CCRA.SL.4 CCRA.L.6</p>
<p>P.5.BOI.5 Read basic rhythms and meters</p> <ul style="list-style-type: none"> time signatures: 4/4, 3/4, 2/4 whole, half, and quarter notes 	<p>P.5.BOII.5 Apply knowledge of rhythm and meter</p> <ul style="list-style-type: none"> dotted quarter-eighth pattern time signatures: 4/4, 3/4, 2/4 whole, half, quarter, and eighth notes 	<p>P.5.BOIII.5 Apply knowledge of rhythm and meter at a proficient level</p> <ul style="list-style-type: none"> <i>internalizing beat</i> whole, half, quarter, eighth, and sixteenth notes, and triplets intermediate rhythmic patterns (e.g., dotted quarter-eighth note pattern, syncopation) meter changes time signatures: 4/4, 3/4, 2/4, 6/8 	<p>P.5.BOIV.5 Apply knowledge of rhythm and meter precisely with excellence</p> <ul style="list-style-type: none"> <i>internalizing beat</i> meter changes more complex rhythmic patterns (e.g., dotted eighth and sixteenth notes, syncopation) varied meters 	<p>CCRA.SL.4 CCRA.L.6</p>

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
<p>P.5.BOI.6 Play scales and/or arpeggios</p> <ul style="list-style-type: none"> • D Major, one octave • G Major, one octave 	<p>P.5.BOII.6 Play scales and/or arpeggios</p> <ul style="list-style-type: none"> • D Major, one octave • G Major, one octave • C Major, one octave 	<p>P.5.BOIII.6 Play scales and/or arpeggios (including <i>drop-down scales</i> and arpeggios for bass)</p> <ul style="list-style-type: none"> • D Major, two octaves • G Major, two octaves • C Major, one octave • F Major, one octave • B \flat Major, one octave • E \flat Major, one octave • A Major, one octave • e natural minor, one octave • d natural minor, one octave 	<p>P.5.BOIV.6 Play scales and/or arpeggios (including <i>drop-down scales</i> and arpeggios for bass)</p> <ul style="list-style-type: none"> • C Major, two octaves • F Major, two octaves • B \flat Major, two octaves • E \flat Major, two octaves • G Major, two octaves • D Major, two octaves • A Major, two octaves • A natural minor, one octave • d natural minor, one octave • g natural minor, one octave • c natural minor, one octave • e natural minor, one octave • b natural minor, one octave • f\sharp natural minor, one octave 	<p>CCRA.SL.4 CCRA.L.6</p>
<p>P.5.BOI.7 Employ proper warm-up procedures (e.g., scales, arpeggios, long tones)</p>	<p>Students will continue to employ proper warm-up procedures during subsequent years of Beginning Orchestra.</p>	<p>Students will continue to employ proper warm-up procedures during subsequent years of Beginning Orchestra.</p>	<p>Students will continue to employ proper warm-up procedures during subsequent years of Beginning Orchestra.</p>	<p>CCRA.SL.4 CCRA.L.6</p>

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
P.5.BOI.8 Rehearse correct practice procedures (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	P.5.BOII.8 Demonstrate correct practice procedures (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	P.5.BOIII.8 Demonstrate correct practice procedures consistently (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	P.5.BOIV.8 Employ correct practice procedures (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	CCRA.SL.4 CCRA.L.6
P.5.BOI.9 Perform proper instrument maintenance	Students will continue to perform proper instrument maintenance during subsequent years of Beginning Orchestra.	Students will continue to perform proper instrument maintenance during subsequent years of Beginning Orchestra.	Students will continue to perform proper instrument maintenance during subsequent years of Beginning Orchestra.	
P.5.BOI.10 Identify proper posture (e.g., sitting position, left and right hand techniques)	P.5.BOII.10 Demonstrate proper posture (e.g., sitting position, left and right hand techniques)	P.5.BOIII.10 Employ proper posture (e.g., sitting position, left and right hand techniques)	P.5.BOIV.10 Refine proper posture (e.g., sitting position, left and right hand techniques)	

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
R.6.BOI.1 Follow basic conducting patterns	R.6.BOII.1 Follow basic conducting patterns, including but not limited to preparatory beat	R.6.BOIII.1 Follow conducting patterns and gestures, including but not limited to preparatory beat, various tempi, and various meters	R.6.BOIV.1 Follow conducting patterns and gestures, including but not limited to preparatory beat, various tempi and various meters, tempo and meter changes, rubato	CCRA.R.4 CCRA.SL.1, 4 CCRA.L.6
P.6.BOI.2 Demonstrate, with guidance, artistic expression, using dynamics	P.6.BOII.2 Demonstrate, with guidance, artistic expression, using meaningful dynamics and articulation	P.6.BOIII.2 Demonstrate, with limited guidance, artistic expression in the performance of selected repertoire	P.6.BOIV.2 Demonstrate artistic expression and composer's intent in the performance of selected repertoire	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BOI.3 Identify aspects of characteristic ensemble sound (e.g., blend, ensemble <i>intonation</i>)	P.6.BOII.3 Demonstrate aspects of characteristic ensemble sound (e.g., blend, ensemble <i>intonation</i> , balance)	P.6.BOIII.3 Apply aspects of characteristic ensemble sound (e.g., blend, ensemble <i>intonation</i> , balance, phrasing)	P.6.BOIV.3 Refine aspects of characteristic ensemble sound (e.g., blend, ensemble <i>intonation</i> , balance, phrasing, expression)	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BOI.4 Identify aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BOII.4 Demonstrate aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BOIII.4 Employ aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BOIV.4 Refine aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	CCRA.SL.1

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
<p>R.7.BOI.1 Recognize musical <i>forms</i></p> <ul style="list-style-type: none"> • binary (AB) • ABA 	<p>R.7.BOII.1 Recognize musical <i>forms</i></p> <ul style="list-style-type: none"> • binary (AB) • ABA • theme and variations 	<p>R.7.BOIII.1 Recognize various musical <i>forms</i></p> <ul style="list-style-type: none"> • binary (AB) • ABA • theme and variations • imitative forms (e.g., canon, round) 	<p>R.7.BOIV.1 Analyze various musical <i>forms</i></p> <ul style="list-style-type: none"> • binary (AB) • ABA • theme and variations • imitative forms (e.g., canon, round) 	<p>CCRA.R.1, 4 CCRA.L.6</p>
<p>R.7.BOI.2 Recognize musical textures</p> <ul style="list-style-type: none"> • solo • ensemble 	<p>R.7.BOII.2 Recognize musical textures</p> <ul style="list-style-type: none"> • solo • large ensemble • small ensemble 	<p>R.7.BOIII.2 Recognize various musical textures</p> <ul style="list-style-type: none"> • solo • large ensemble • small ensemble • performing ensembles (e.g., string orchestra, concert band, choir) 	<p>R.7.BOIV.2 Analyze various musical textures</p> <ul style="list-style-type: none"> • solo • large ensemble • small ensemble • performing ensembles (e.g., string orchestra, concert band, choir) 	<p>CCRA.R.1, 4 CCRA.L.6</p>
<p>R.7.BOI.3 Identify musical instruments by sight and sound</p> <ul style="list-style-type: none"> • string • brass • woodwind • percussion 	<p>R.7.BOII.3 Identify musical <i>timbre</i></p> <ul style="list-style-type: none"> • string • brass • woodwind • percussion • vocal 	<p>R.7.BOIII.3 Identify musical <i>timbre</i></p> <ul style="list-style-type: none"> • string • brass • woodwind • percussion • vocal • electronic 	<p>R.7.BOIV.3 Distinguish musical <i>genres</i></p> <ul style="list-style-type: none"> • Western • non-Western • popular 	<p>CCRA.R.1, 4 CCRA.L.6</p>

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
SLE introduced in Beginning Orchestra IV	SLE introduced in Beginning Orchestra IV	SLE introduced in Beginning Orchestra IV	R.8.BOIV.1 Identify examples of a varied repertoire of music (e.g., classical, pop, jazz)	CCRA.R.1, 9 CCRA.SL.1, 4 CCRA.L.6
SLE introduced in Beginning Orchestra IV	SLE introduced in Beginning Orchestra IV	SLE introduced in Beginning Orchestra IV	R.8.BOIV.2 Identify, with guidance, the meaning of a musical work	CCRA.R.1, 4 CCRA.SL.1, 4

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
R.9.BOI.1 Identify characteristics of instrumental performances	R.9.BOII.1 Identify characteristics of exemplary instrumental performances	R.9.BOIII.1 Identify criteria for evaluating instrumental performances	R.9.BOIV.1 Evaluate instrumental performances using established criteria	CCRA.R.1, 4, 5 CCRA.SL.3

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
CN.10.BOI.1 Identify the effect of one's personal experiences on performance	CN.10.BOII.1 Describe the effect of one's personal experiences on performance	CN.10.BOIII.1 Discuss the effect of one's personal experiences on performance	CN.10.BOIV.1 Analyze the effect of one's personal experiences on performance	CCRA.R.7, 8 CCRA.SL.1, 4

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Beginning Orchestra I	Beginning Orchestra II	Beginning Orchestra III	Beginning Orchestra IV	CCSS Alignment
<p>CN.11.BOI.1 Recognize music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> • classical • popular 	<p>CN.11.BOII.1 Identify music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> • classical • folk music • jazz • popular 	<p>CN.11.BOIII.1 Investigate music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> • classical • folk music • jazz • <i>non-Western</i> • popular • spirituals 	<p>CN.11.BOIV.1 Analyze music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> • classical • folk music • jazz • <i>non-Western</i> • popular • spirituals 	<p>CCRA.R.7, 8, 9, 10 CCRA.W.7, 8</p>
<p>CN.11.BOI.2 Identify connections between music and the other fine arts (e.g., theatre, ballet) and between music and disciplines outside the arts (e.g., social studies, foreign languages)</p>	<p>CN.11.BOII.2 Discuss connections between music and the other fine arts (e.g., theatre, ballet) and between music and disciplines outside the arts (e.g., social studies, foreign languages)</p>	<p>CN.11.BOIII.2 Investigate connections between music and the other fine arts (e.g., theatre, ballet) and between music and disciplines outside the arts (e.g., social studies, foreign languages)</p>	<p>CN.11.BOIV.2 Analyze connections between music and the other fine arts (e.g., theatre, ballet) and between music and disciplines outside the arts (e.g., social studies, foreign languages)</p>	<p>CCRA.R.7, 8, 9, 10 CCRA.W.7, 8</p>

Glossary for Beginning Orchestra I-IV

Drop-down scale	A two-octave scale that begins on the lowest tonic, drops down to the first available E-string note in the scale, and ascends to the original tonic
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Graded literature	Music distinguished by progressive levels of difficulty, usually 1 through 6, used by music publishers and/or state music education organizations
Improvise	To create spontaneously
Internalizing beat	The process by which a musician keeps a steady tempo without external influence such as a conductor or a metronome
Intonation	Exactness of pitch in playing or singing
Motif	Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element
Non-Western music	Music from regions other than the United States, Canada, and western Europe
Sight-read	To play or sing a piece of music without preparation
Style	The characteristics of a particular person, group of people, or period that make genres of music unique
Timbre	The character or quality of a musical sound or voice as distinct from its pitch and intensity

Contributors

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