Orchestra I-IV

Fine Arts
Curriculum Framework

2014

Course Title: Orchestra I-IV
Course/Unit Credit: 1 per course

Course Number: OI: 451100   OII: 451110   OIII: 451120   OIV: 451130

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for Orchestra I. The student entering Orchestra II, III, or IV must successfully complete the preceding year of Orchestra and/or have the instructor's approval through audition.

Orchestra

Orchestra I-IV are two-semester courses designed for traditional and emerging ensembles performing on orchestral stringed instruments. 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. 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. Orchestra I, Orchestra II, Orchestra III, or Orchestra IV will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Orchestra I, Orchestra II, Orchestra III, and Orchestra IV.

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.R.1 = College and Career Ready Anchor Standard.Reading.1

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CR.1.OI.1 Create artistic musical work reflecting a basic repertoire for orchestra (e.g., Baroque, Classical)	CR.1.OII.1 Create artistic musical work reflecting a varied repertoire for orchestra (e.g., Baroque, Classical, folk music)	CR.1.OIII.1 Create artistic musical work reflecting a wider repertoire for orchestra (e.g., Baroque, Classical, *American popular music,* folk music)	CR.1.OIV.1 Create artistic musical work reflecting a broad repertoire for orchestra (e.g., Baroque, Classical, *American popular music,* folk music, Romantic, *non-Western* music)	CCRA.R.4, 5 CCRA.W.4 CCRA.SL.4
CR.1.OI.2 *Improvise* moderately complex rhythmic or melodic variations	CR.1.OII.2 *Improvise* complex rhythmic or melodic variations	CR.1.OIII.2 *Improvise* increasingly complex rhythmic or melodic variations	CR.1.OIV.2 *Improvise* increasingly complex rhythmic or melodic variations	CCRA.R.4, 5 CCRA.SL.4

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Key: CR.1.OI.1 = Creating.Content Standard 1.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CR.2.OI.1 Compose an original melodic line	CR.2.OII.1 Compose an original melodic line of increasing complexity	CR.2.OIII.1 Compose an original melodic line of increasing complexity	CR.2.OIV.1 Compose an original melodic line of increasing complexity	CCRA.W.4, 5
CR.2.OI.2 Maintain a steady tempo through appropriate movement	Students will continue to maintain a steady tempo through appropriate movement in subsequent years of Orchestra.	Students will continue to maintain a steady tempo through appropriate movement in subsequent years of Orchestra.	Students will continue to maintain a steady tempo through appropriate movement in subsequent years of Orchestra.	

Key: CR.2.OI.1 = Creating.Content Standard 2.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CR.3.OI.1 Refine original artistic work developed in large groups	CR.3.OII.1 Refine original artistic work developed in small groups	CR.3.OIII.1 Refine original artistic work developed with partners	CR.3.OIV.1 Refine original artistic work developed individually	CCRA.W.4, 6 CCRA.SL.1, 4

Key: CR.3.OI.1 = Creating.Content Standard 3.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
P.4.OI.1 Play music in contrasting *styles* • music written before 1830 • *American popular music* or American classical music	P.4.OII.1 Play complex music in contrasting *styles*	P.4.OIII.1 Play increasingly complex music in contrasting *styles*	P.4.OIV.1 Play advanced music in contrasting *styles*	CCRA.R.4 CCRA.SL.1, 4
P.4.OI.2 *Sight-read* music literature	P.4.OII.2 *Sight-read* music literature of moderate complexity	P.4.OIII.2 *Sight-read* increasingly complex music literature	P.4.OIV.2 *Sight-read* advanced music literature	CCRA.R.1, 4
P.4.OI.3 Interpret music terminology in the presentation of artistic work	Students will continue to interpret musical terminology in the presentation of artistic work in subsequent years of Orchestra.	Students will continue to interpret musical terminology in the presentation of artistic work in subsequent years of Orchestra.	Students will continue to interpret musical terminology in the presentation of artistic work in subsequent years of Orchestra.	CCRA.L.6

Key: P.4.OI.1 = Performing.Content Standard 4.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
P.5.OI.1 Apply dynamics as stylistically as appropriate when preparing music for presentation	P.5.OII.1 Apply varied dynamics as stylistically as appropriate when preparing music for presentation	P.5.OIII.1 Refine performance of varied dynamics as stylistically as appropriate when preparing music for presentation	P.5.OIV.1 Apply dynamics with facility as stylistically as appropriate when preparing music for presentation	CCRA.R.1, 4 CCRA.L.6
P.5.OI.2 Demonstrate characteristic tone quality in practical ranges using moderate dynamic levels • in first position	P.5.OII.2 Demonstrate characteristic tone quality in extended ranges using moderate dynamic levels • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions)	P.5.OIII.2 Demonstrate characteristic tone quality in extended ranges using all dynamic levels • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions) • in extended positions below the octave harmonic on the top two strings	P.5.OIV.2 Perform with characteristic tone quality at all dynamic levels in the full range of the instrument • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions) in extended positions below the octave harmonic on the top two strings • in positions above the octave harmonic on the top string	CCRA.4, 5 CCRA.SL.4

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Key: P.5.OI.1 = Performing.Content Standard 5.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
P.5.OI.3 Demonstrate basic *intonation* individually and in large or small ensembles • in first position	P.5.OII.3 Demonstrate proficient *intonation* individually and in large or small ensembles • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions)	P.5.OIII.3 Demonstrate excellent *intonation* individually and in large or small ensembles • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions) • in extended positions below the octave harmonic on the top two strings	P.5.OIV.3 Demonstrate superior *intonation* individually and in large or small ensembles • in first position • in positions immediately above first position on the top two strings (e.g., violin/viola: third position; cello: fourth position; bass: second through third positions) • in extended positions below the octave harmonic on the top two strings • in positions above the octave harmonic on the top string	CCRA.SL.1, 4
P.5.OI.4 Apply articulations as stylistically appropriate	P.5.OII.4 Apply varied articulations as stylistically appropriate	P.5.OIII.4 Refine execution of varied articulations as stylistically appropriate	P.5.OIV.4 Apply articulations with facility as stylistically appropriate	CCRA.SL.4 CCRA.L.6
P.5.OI.5 Demonstrate basic rhythmic precision in large or small ensembles	P.5.OII.5 Demonstrate rhythmic precision at a proficient level individually and in large or small ensembles	P.5.OIII.5 Demonstrate rhythmic precision with excellence individually and in large or small ensembles	P.5.OIV.5 Demonstrate rhythmic precision at a superior level individually and in large or small ensembles	CCRA.R.4 CCRA.SL.4 CCRA.L.6

Key: P.5.OI.3 = Performing.Content Standard 5.Orchestra I.3rd Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
P.5.OI.6 Play scales by memory • three octaves of major scales in the keys of CM, FM, B♭M, E♭M, GM, DM, AM • two octaves of melodic minor scales in the keys of am, dm, gm, cm, em, bm, f♯m	P.5.OII.6 Play scales by memory at a proficient level • three octaves of major scales in the keys of CM, FM, B♭M, E♭M, GM, DM, AM • two octaves of melodic minor scales in the keys of am, dm, gm, cm, em, bm, f♯m	P.5.OIII.6 Play scales by memory with excellence • three octaves of major scales in the keys of CM, FM, B♭M, E♭M, GM, DM, AM • three octaves of melodic minor scales in the keys of am, dm, gm, cm, em, bm, f♯m	P.5.OIV.6 Play scales by memory at a superior level • three octaves of major scales in the keys of CM, FM, B♭M, E♭M, GM, DM, AM • three octaves of melodic minor scales in the keys of am, dm, gm, cm, em, bm, f♯m	CCRA.SL.4 CCRA.L.6
P.5.OI.7 Employ proper warm-up procedures (e.g., scales and arpeggios in multiple octaves, long tones)	Students will continue to employ proper warm-up procedures during subsequent years of Orchestra.	Students will continue to employ proper warm-up procedures during subsequent years of Orchestra.	Students will continue to employ proper warm-up procedures during subsequent years of Orchestra.	CCRA.SL.4 CCRA.L.6
P.5.OI.8 Use correct practice procedures (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	Students will continue to demonstrate correct practice procedures during subsequent years of Orchestra.	Students will continue to demonstrate correct practice procedures during subsequent years of Orchestra.	Students will continue to demonstrate correct practice procedures during subsequent years of Orchestra.	CCRA.SL.4 CCRA.L.6
P.5.OI.9 Perform proper instrument maintenance	Students will continue to perform proper instrument maintenance during subsequent years of Orchestra.	Students will continue to perform proper instrument maintenance during subsequent years of Orchestra.	Students will continue to perform proper instrument maintenance during subsequent years of Orchestra.	

Key: P.5.OI.6 = Performing.Content Standard 5.Orchestra I.6th Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
P.5.OI.10 Exhibit proper posture (e.g., sitting position, left and right hand techniques)	Students will continue to exhibit proper posture during subsequent years of Orchestra.	Students will continue to exhibit proper posture during subsequent years of Orchestra.	Students will continue to exhibit proper posture during subsequent years of Orchestra.	

Key: P.5.OI.10 = Performing.Content Standard 5.Orchestra I.10th Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
R.6.OI.1 Respond to conducting patterns and gestures	R.6.OII.1 Respond to a variety of conducting patterns and gestures	R.6.OIII.1 Respond to conducting patterns and gestures in a variety of musical *genres*	R.6.OIV.1 Achieve artistic interpretation and composer's intent through accurate response to conducting patterns and gestures in a variety of musical *genres*	CCRA.R.4 CCRA.SL.1, 4 CCRA.L.6
P.6.OI.2 Demonstrate artistic expression through dynamics, articulation, and phrasing	P.6.OII.2 Communicate artistic expression through dynamics, articulation, and phrasing	P.6.OIII.2 Refine artistic expression through dynamics, articulation, and phrasing	P.6.OIV.2 Employ insight to demonstrate artistic expression	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.OI.3 Apply, at all dynamic levels, basic characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.OII.3 Apply, at all dynamic levels, characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.OIII.3 Refine, at all dynamic levels, characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.OIV.3 Apply fluently, at all dynamic levels, characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.OI.4 Exhibit proper *etiquette* in rehearsal, performances, and audience settings	Students will continue to exhibit proper *etiquette* during subsequent years of Orchestra.	Students will continue to exhibit proper *etiquette* during subsequent years of Orchestra.	Students will continue to exhibit proper *etiquette* during subsequent years of Orchestra.	CCRA.SL.1

Key: P.6.OI.1 = Performing.Content Standard 6.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
R.7.OI.1 Describe a musical performance or recording with consideration of *form*, texture, and instrumentation	R.7.OII.1 Discuss a musical performance or recording with consideration of *form*, texture, and instrumentation	R.7.OIII.1 Analyze a musical performance or recording with consideration of *form*, texture, and instrumentation	R.7.OIV.1 Analyze a complex musical performance or recording with consideration of *form*, texture, and instrumentation	CCRA.R.1, 2, 4, 5 CCRA.SL.1, 4
R.7.OI.2 Identify *elements of music*, interests, purpose, and *context* in a selected work	R.7.OII.2 Analyze *elements of music,* interests, purpose, and *context* in a selected work	R.7.OIII.2 Develop criteria to use when analyzing music, based on *elements of music*, interests, purpose, and *context*	R.7.OIV.2 Defend personally-developed criteria used when analyzing music, based on *elements of music*, interests, purpose, and *context*	CCRA.R.1, 2, 5 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4 CCRA.L.6

Key: R.7.OI.1 = Responding.Content Standard 7.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
R.8.OI.1 Discuss examples of a varied repertoire of music (e.g., classical, pop, jazz)	R.8.OII.1 Compare and contrast examples of a varied repertoire of music (e.g., classical, pop, jazz)	R.8.OIII.1 Analyze examples of a varied repertoire of music (e.g., classical, pop, jazz)	R.8.OIV.1 Review critically (e.g., journal, blog, written assignment, discussion) examples of a varied repertoire of music	CCRA.R.1, 4, 5, 7, 9 CCRA.W.1, 4, 6 CCRA.SL.2, 4 CCRA.L.6
R.8.OI.2 Interpret, with guidance, the *expressive intent* and meaning of a musical work	R.8.OII.2 Interpret, with limited guidance, the *expressive intent* and meaning of a musical work	R.8.OIII.2 Explain a personal interpretation of the *expressive intent* and meaning of a musical work	R.8.OIV.2 Support, with evidence from the musical score, a personal interpretation of the *expressive intent* and meaning of a musical work	CCRA.R.1, 4 CCRA.SL.1, 4

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Key: R.8.OI.1 = Responding.Content Standard 8.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
R.9.OI.1 Develop, with guidance, criteria for evaluating instrumental music performances	R.9.OII.1 Develop, with limited guidance, criteria for evaluating instrumental music performances	R.9.OIII.1 Develop, independently, criteria for evaluating instrumental music performances	R.9.OIV.1 Evaluate instrumental performances using student-developed criteria	CCRA.R.1, 4, 5 CCRA.SL.3, 4

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Key: CN.9.OI.1 = Responding.Content Standard 9.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CN.10.OI.1 Identify individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.OII.1 Explain individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.OIII.1 Analyze individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.OIV.1 Evaluate individual experiences and other influences that provide *context* for a musical work and impact performance	CCRA.R.7, 8 CCRA.W.2 CCRA.SL.1, 2, 3, 4

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Key: CN.10.OI.1 = Connecting.Content Standard 10.Orchestra I.1st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CN.11.OI.1 Identify technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.OII.1 Describe technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.OIII.1 Discuss technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.OIV.1 Analyze technological influences on music (e.g., software, hardware, recorded music, Internet)	CCRA.R.1, 7 CCRA.SL.1, 2, 4
CN.11.OI.2 Identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines (e.g., Baroque, Romantic, *non-Western*)	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Orchestra.	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Orchestra.	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Orchestra.	CCRA.R.7, 8, 9, 10 CCRA.W.7, 8
CN.11.OI.3 Identify characteristics (e.g., setting, plot, historical significance) of various types of music - American music - music from different cultures - music from different historical periods - music of Arkansas composers and songwriters *program music*	CN.11.OII.3 Describe characteristics (e.g., setting, plot, historical significance) of various types of music - American music - music from different cultures - music from different historical periods - music of Arkansas composers and songwriters *program music*	CN.11.OIII.3 Discuss characteristics (e.g., setting, plot, historical significance) of various types of music - American music - music from different cultures - music from different historical periods - music of Arkansas composers and songwriters *program music*	CN.11.OIV.3 Compare and contrast characteristics (e.g., setting, plot, historical significance) of various types of music - American music - music from different cultures - music from different historical periods - music of Arkansas composers and songwriters *program music*	CCRA.R.1, 9 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6

Key: CN.11.OI.1 = Connecting.Content Standard 11.Orchestra I.41st Student Learning Expectation

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

Orchestra I	Orchestra II	Orchestra III	Orchestra IV	CCSS Alignment
CN.11.OI.4 Recognize career opportunities in music (e.g., business, education, performance, *music therapy*, technology)	CN.11.OII.4 Identify career opportunities in music (e.g., business, education, performance, *music therapy*, technology)	CN.11.OIII.4 Compare and contrast career opportunities in music (e.g., business, education, performance, *music therapy*, technology, *arts management*, music business, sound engineering)	CN.11.OIV.4 Evaluate the role of instrumental music in lifelong learning	CCRA.W.7 CCRA.SL.1, 4

Key: CN.11.OI.4 = Connecting.Content Standard 11.Orchestra I.4th Student Learning Expectation

American popular music	Music that has become part of American popular culture, regardless of the nationality of the composer (e.g., The Beatles, Andrew Lloyd-Webber's *Cats*)
Arts management	The field that concerns business operations around an arts organization, including facilitating the day-to-day operations of the organization and fulfilling its mission (e.g., theaters, museums, symphonies, jazz organizations, opera houses, ballet companies, and many smaller professional and non-professional arts-related organizations)
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Improvise	To create spontaneously
Intonation	
Music therapy	The use of music to improve psychological, social, cognitive, and physical function
Non-Western music	Music from regions other than the United States, Canada, and western Europe
Program music	A piece of music that has an extra-musical narrative
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

Contributors

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