

Gwinnett County Public Schools
Academic Knowledge and Skills
Intermediate Orchestra I, II, III, IV
Intermediate-Advanced Orchestra I, II, III, IV

A. Creating

1. IMPROVISE, COMPOSE, AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES
 - a. Improve, compose, or arrange rhythmic patterns (e.g., clapping, singing, playing and instrument)
 - b. Improvise, compose, or arrange a melody or variation of a melody
 - c. Share improvised, composed, or arranged pieces
 - d. Refine improvised or composed pieces using teacher or student-created criteria

B. Performing

2. PERFORM A VARIED REPERTOIRE OF MUSIC ON INSTRUMENTS, ALONE AND WITH OTHERS
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing
 - b. Demonstrate an understanding of phrasing through performing melodies
 - c. Discuss and demonstrate characteristic tone production on a string instrument in relation to bow weight, bow speed, bow distribution, contact point, and bow angle
 - d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of III and/or IV on a scale of I to VI
 - e. Demonstrate correct left hand position, finger placement, right hand position, body posture, instrument position, and bow placement and characteristic movement while increasing the level of technical difficulty
 - f. Demonstrate basic vibrato
 - g. Demonstrate the ability to shift to advanced positions (Violin/Viola/Cello: $\frac{1}{2}$ -IV, Bass: $\frac{1}{2}$ -V position)
 - h. Produce an expressive and characteristic sound using legato, staccato, slurs, accent, spiccato, hooked bowing, and pizzicato
 - i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys up to three sharps and three flats
 - j. Demonstrate awareness of individual and group roles within the ensemble relating to uniform tone, tuning, balance, blend, dynamics, phrasing, tempo, and expression
3. PERFORM, READ, AND NOTATE MUSIC
 - a. Identify notes within the staff and on ledger lines of respective clef
 - b. Perform, read, and notate pitches in major and minor keys up to three sharps and three flats
 - c. Perform, 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, $\frac{3}{4}$, 2/4, 6/8, 2/2, and mixed meter
 - d. Identify and perform basic/additional symbols and terms for dynamics, tempo, articulation, and expression as used in corresponding literature
 - e. Identify and perform enharmonic equivalents

- f. Perform publicly at least three times per year and demonstrate appropriate concert etiquette at performances
 - g. Sight-read one grade level below average performance level
 - h. Develop competencies related to individual responsibility to the group as it pertains to attendance, punctuality, cooperation, leadership, listening, preparation, and acceptable behavior during rehearsals and performances
4. DEMONSTRATE INSTRUMENT CARE AND MAINTENANCE
 - a. Identify parts of the instrument and bow, and demonstrate proper instrument care and maintenance
 5. EXHIBIT AWARENESS OF TUNING MECHANICS
 - a. Differentiate between sharp and flat strings and demonstrate how to correct the strings using pegs or fine tuners

C. Responding

6. LISTEN TO, ANALYZE, AND DESCRIBE MUSIC
 - 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
 - b. Identify melodic and harmonic material and phrase endings in selected examples (e.g., aural, written, performed)
 - c. Identify simple musical forms
 - d. Listen to and/or watch professional ensembles and discuss critical expressive elements of their performances
7. EVALUATE MUSIC AND MUSIC PERFORMANCES
 - a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly
 - b. Evaluate the accuracy of rhythms and tempos for individual and ensemble playing
 - c. Assess the quality of performance in tone, intonation, balance, dynamics, and rhythm using student-created or teacher-created criteria
 - d. Critique recorded examples of music performed by the ensemble and other ensembles and make suggestions to improve the quality of the performance
 - e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Large Group Performance Evaluation rubric

D. Connecting

8. DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS
 - a. Discuss how other subjects relate to music
9. UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE
 - b. Identify and compare performance styles of music
 - c. Analyze the ways in which music performed in class relates to the culture and society of current and historical times