

Gwinnett County Public Schools
Academic Knowledge and Skills
Mastery 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 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 V and/or VI on a scale of I to VI
 - e. Demonstrate correct left hand position, finger placement, right hand position, body posture, instrument position, bow placement and characteristic movement while increasing the level of technical difficulty
 - f. Apply an artistically advanced vibrato to appropriate orchestra literature (IMO)
 - g. Exhibit the ability to accurately tune respective instrument
 - h. Demonstrate the ability to play in ½ to VII position and use those positions in determining the best fingerings to use in music being performed
 - i. Produce a characteristic and artistic sound using bowings and articulations found in the performance repertoire
 - j. utilize appropriate/correct finger patterns in performing scales and repertoire in major and minor keys up to five sharps and five flats
 - k. 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. Perform, read, and notate pitches in major and minor keys up to five sharps and five flats
 - b. Perform, read, and notate rhythms, notes, time signatures, clefs (e.g., Cello/Bass: tenor clef, Viola: treble clef), and key signatures used in music being performed
 - c. Demonstrate, describe, and justify the performance of dynamics, tempo, symbols of form, articulation, and expression found in the performance repertoire
 - d. Perform publicly at least four times per year and demonstrate appropriate concert etiquette at performances

- e. sight-read one grade level below average
 - f. 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

C. Responding

5. LISTEN TO, ANALYZE, AND DESCRIBE MUSIC
- a. Discuss, describe, and justify 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
6. EVALUATE MUSIC AND MUSIC PERFORMANCES
- a. Critique recorded examples of music performed by the ensemble and other ensembles and make suggestions to improve the quality of the performance
 - b. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Large Group Performance Evaluation rubric
 - c. Analyze a given musical work in terms of its aesthetic quality and assess the musical means it uses to evoke feelings and emotions

D. Connecting

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