

Orchestra I

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1 – Music Literacy: The student identifies and interprets musical symbols and patterns in music.	X	X	X	X
C2 – Performance: The student performs with appropriate fundamentals of tone production, articulation, and technique.	X	X	X	X
C3 – Sight Reading: The student applies the fundamentals of tone, rhythm, technique, and musicality while sight-reading music.	X	X	X	X
C4 – Concert Etiquette: The student behaves in appropriate ways as an audience member and as a performer during a musical performance.	X	X	X	X
C5 – Critical Evaluation and Response: The student observes and reflects on self and other’s performances to develop their craft.	X	X	X	X

Learning Progression for Competency 1: Music Literacy

The student can identify and interpret musical symbols and patterns in music.

Developing	Progressing	Proficient	Advanced
Matches parts of the instrument mirroring the teacher.	Identifies parts of the instrument with partner/group.	Identifies parts of the instrument.	Understands the function of the parts of the instrument.
Identifies and explains various lines, spaces, symbols and note values on the staff with assistance.	Identifies and explains various lines, spaces, symbols and note values on the staff.	Identifies and explains the lines, spaces, symbols and note values on the staff.	Identifies the lines and spaces on, above, and below the staff, explains combinations and the impact dynamics have on a piece of music and can identify tempo changes aurally.
Identifies the note value pyramid.	Explains some levels of the note value pyramid.	Explains the note value pyramid.	Explains all levels of the note value pyramid.
Listens to examples of a whole step and half step.	Identifies aurally the difference between half and whole steps.	Identifies half and whole steps in music, on a piano keyboard, and on an instrument.	Labels half step and whole step intervals on musical examples.
Recites note names aloud	Recites note names aloud while clapping/patting lap	Recites note names aloud in tempo with a metronome while clapping/patting lap	Recites note names aloud at various speeds with a metronome while clapping/patting lap
Lists and recognizes the common dynamic levels: soft (<i>p</i>) and loud (<i>f</i>). (Quarters 2-4)	Lists and recognizes some dynamic levels (Quarters 2-4)	Lists and recognizes the common dynamic levels (Quarters 2-4)	Lists and recognizes parts of the instrument one would use to play levels pianissimo to fortissimo (Quarters 2-4)
Defines a major scale (Quarters 2-4)	Builds a major scale (Quarters 2-4)	Builds a major scale on any given note (Quarters 2-4)	Builds a two octave major scale on any given note (Quarters 2-4)
		Recognizes and defines syncopation (Quarters 3-4)	

Defines detache, legato and staccato	Compares detache, legato and staccato	Correlates articulation markings to notes which touch (legato) and which do not (staccato)	Identifies the difference between syncopated and non-syncopated rhythmic patterns (Quarters 3-4) Identifies legato and staccato in various listening examples
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Success Criteria for Proficient for Music Literacy:

The student can:

Quarter 1:

- identify parts of the instrument.
- identify the lines and spaces on the staff.
- explain the note values pyramid.
- recite note names aloud in tempo with a metronome while clapping/patting lap.

Quarter 2:

- identify a repeat signs, 1st and 2nd endings, DC al Fine and DC al Coda. (Quarter 2)
- identify half and whole steps in music, on a piano keyboard, and on my instrument. (Quarter 2)
- recite note names aloud in tempo with a metronome while clapping/patting lap. (Quarter 2)

Quarter 3:

- identify and explain articulation markings such as legato, staccato, hooked, and accent.
- define crescendo, diminuendo, and recognize the music symbols for each.
- list and recognize the common dynamic levels starting with pianissimo and ending with fortissimo.
- build a major scale on any given note.

Quarter 4:

- recognize and define syncopation.
- define the major tempi markings: adagio, andante, moderato, allegro, presto, ritardando, accelerando, and a tempo.
- trace the “roadmap” with my finger on the music when there is D.S. al Fine and a coda.
- correlate articulation markings to notes which touch (legato) and which do not (staccato).

Learning Progression for Competency 2: Performance

The student can perform with appropriate fundamentals of tone production, articulation, and technique.

Developing	Progressing	Proficient	Advanced
Sometimes performs with correct posture, hand position, instrument balance, and body alignment. Needs multiple reminders.	Usually performs with correct posture, hand position, instrument balance, and body alignment. Needs some reminders	Consistently performs with correct posture, hand position, instrument balance, and body alignment.	Performs with correct posture, hand position, instrument balance, and body alignment with fluency and ease.
Sometimes performs various bow strokes with consistent speed and weight.	Usually performs various bow strokes with consistent speed and weight.	Performs various bow strokes with consistent speed and weight.	Fluently and easily performs various bow strokes with consistent speed and weight.
Attempts to play and perform music representing various styles and cultures.	Plays and performs music representing various styles and cultures with some errors.	Plays and performs a varied repertoire of music representing various styles and cultures with few errors.	Plays and performs a varied repertoire of music representing various styles and cultures and is able to discuss the importance and value.
Performs a major scale accurately. (Quarters 2-4)	Performs some major scales accurately. (Quarters 2-4)	Performs major scales accurately. (Quarters 2-4)	Performs major scales accurately and fluently. (Quarters 2-4)

Success Criteria for Proficient for Performance:

The student can:

Quarter 1:

- know basic playing position and rest position.
- perform with correct posture, hand position, instrument balance, and body alignment.
- perform with proper right hand pizzicato position.
- set the bow and draw bow arm and wrist to initiate a smooth sound with proper release.

Quarter 2:

- perform detache and staccato bow strokes.
- place left hand fingers on string with correct curves and base knuckle placement and motion.
- successfully play through half, quarter, and eighth note rhythms.

Quarter 3:

- perform a sustained bow with consistent speed and weight.
- understand and develop shifting.
- understand and set up vibrato.
- perform basic two note slurs and ties on one string and across adjacent strings on down and up bows with fair consistency.

Quarter 4:

- perform a legato bow stroke with more consistency and increased fluency.
- continue to develop shifting.
- demonstrate a developing vibrato motion on long tones and exercises with teacher assistance.
- play the following major scales accurately:
 - Violin, Viola, Cello – two octave major scales: C, G, D, F, and B-flat.
 - Bass – two-octave major scales: C, G, D, F, and B-flat
 - Harp – two-octave major scales and arpeggios, both hands together: C, G, D, F, and B-flat.
- play and perform a varied repertoire of music representing various styles and cultures for the Spring Concert and/or end-of-year concert festival.

Learning Progression for Competency 3: Sight Reading

The student can apply the fundamentals of tone, rhythm, technique, and musicality while sight-reading music.

Developing	Progressing	Proficient	Advanced
Counts notes and equivalent rests using the Eastman System	Counts and claps notes and equivalent rests using the Eastman System at various tempi.	Counts, claps and performs notes and equivalent rests using the Eastman System at various tempi.	Counts, claps and performs notes and equivalent rests using the Eastman System at various tempi with fluency.
Sight-reads repeated notes of the same pitch.	Sight-reads a couple measures of a song. (Quarters 2-4)	Sight-reads melodies in multiple time signatures. (Quarters 3-4)	Sight-reads melodies and harmonies in multiple time signatures. (Quarters 3-4)
Identifies musical roadmap symbols	Sight-reads pieces interpreting some musical road map symbols accurately (Quarters 2-4)	Sight-reads pieces interpreting musical road map symbols accurately (Quarters 2-4)	Sight-reads pieces interpreting musical road map symbols accurately on first try (Quarters 2-4)
Counts melodies having rhythmic combinations	Sight-reads melodies having rhythmic combinations	Sight-reads music is various tempi accurately (Quarters 2-4)	Conducts music is various tempi accurately (Quarters 3-4)
Describes how to play notes with connected and separated styles accurately	Air bows notes with connected and separated styles accurately	Sight-reads notes with connected and separated styles accurately (Quarters 2-4)	Teaches a peer how to play notes with connected and separated styles accurately (Quarter 2-4)

Success Criteria for Proficient for Sight Reading:

The student can:

Quarter 1:

- count using the Eastman Counting System, clap, and play all rhythmic combinations through eighth notes/rests in simple time on open strings with a metronome and steady pulse.

Quarter 2:

- sight-read songs in 2/4 and 3/4 time signatures.
- count using the Eastman Counting System, clap, and play all rhythmic combinations through eighth notes/rests in simple time on open strings with a metronome and steady pulse.

Quarter 3:

- count, clap, and perform whole, half, dotted-half, quarter, eighth, and sixteenth notes and equivalent rests using the Eastman System in 4/4, 3/4, and 2/4 time signatures at various tempi.

Quarter 4:

- sight-read songs with D.S. al Fine accurately.
- sight-read melodies having rhythmic combinations through eighth notes/rests.
- sight-read music in various tempi accurately.
- sight-read notes with connected and separated styles accurately.

Learning Progression for Competency 4: Concert Etiquette

The student can behave in appropriate ways as an audience member and as a performer during a musical performance.

Developing	Progressing	Proficient	Advanced
Remains still and quiet during parts of a musical performance	Remains still and quiet during most of a musical performance	Remains still and quiet during an entire musical performance with minimal reminders	Remains still and quiet during an entire musical performance without reminders
Knows the time for a concert	Discusses the importance of staying at the concert for the entire performance	Arrives on time for a concert and stay there for the entire performance	Arrives on time for a concert and stay there for the entire performance without being reminded

Success Criteria for Proficient for Concert Etiquette:

The student can:

Quarter 1:

- remain still and quiet during an entire musical performance with minimal reminders.

Quarter 2:

- remain still and quiet during an entire musical performance with minimal reminders.
- arrive on time for a concert and stay there for the entire performance.

Quarter 3:

- arrive on time for a concert and stay there for the entire performance.
- remain still and quiet during an entire musical performance with minimal reminders.
- refrain from having conversations during an entire musical performance.

Quarter 4:

- arrive on time for a concert and stay there for the entire performance.
- remain still and quiet during an entire musical performance with minimal reminders.
- refrain from having conversations during an entire musical performance.

Learning Progression for Competency 5: Critical Evaluation and Response

The student can observe and reflect on self and other's performances to develop their craft.

Developing	Progressing	Proficient	Advanced
Makes informed evaluations of self or others' performances	Compares and contrasts my performance with the exemplary performance	Talks about what to do differently to improve performance	Analyzes and discusses sophisticated performance details to determine how his/her performance and the group performance could be improved
Shows little to no signs of home practice	Shows self-discipline by practicing instrument sometimes, even when student does not feel like it	Shows self-discipline by practicing instrument regularly, even when student does not feel like it	Shows self-discipline by practicing instrument regularly, even when student does not feel like it
Learns to manipulate fine tuners to tune A string with assistance (Quarters 2-4)	Learns to manipulate some fine tuners to tune some strings with assistance (Quarters 2-4)	Learns to manipulate fine tuners to tune instrument (Quarters 2-4)	Learns to manipulate all fine tuners to tune instrument without assistance (Quarters 2-4)

Success Criteria for Proficient for Critical Evaluation and Response:

The student can:

Quarter 1:

- talk about what to do differently to improve performance.
- show self-discipline by practicing instrument regularly, even when student does not feel like it.

Quarter 2:

- talk about what to do differently to improve performance.
- show self-discipline by practicing instrument regularly, even when student does not feel like it.
- learn to manipulate some fine tuners to tune instrument with assistance.

Quarter 3:

- talk about what to do differently to improve performance.
- show self-discipline by practicing instrument regularly, even when student does not feel like it.
- learn to manipulate all fine tuners to tune instrument with minimal assistance.

Quarter 4:

- evaluate his/her own and others' musical performances by observing and comparing to an exemplar.
- listen critically/actively to recording of my own performances.
- listen critically to recording of group performances.
- use criteria to evaluate my own or others' performances.
- show self-discipline by practicing instrument regularly, even when student does not feel like it.
- learn to manipulate all fine tuners to tune instrument independently.