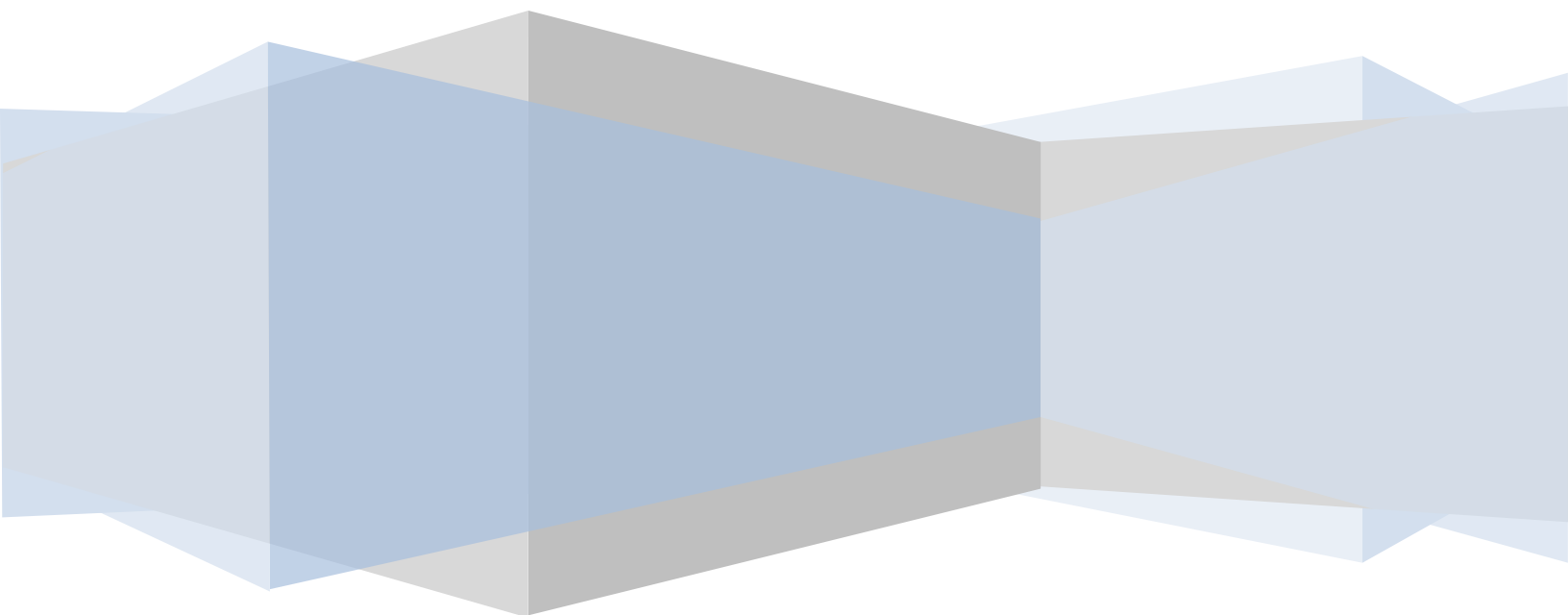


White Plains City School District
White Plains, NY
Fine Arts Department
Gary West, Director of Fine Arts K-12

Orchestra Student Learning Outcomes

**Created by the orchestra teachers in the 2010-11 school year and
revised regularly**



WHITE PLAINS PUBLIC SCHOOLS
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4th Grade Orchestra - Learning Outcomes

I. Technique

1. Students will be able to demonstrate good posture, sitting on the front edge of seat, with straight back, feet flat on floor.
2. Students will be able to demonstrate correct Left Hand Position.
Violin/Viola – Students will be able to hold instruments on left shoulder, with a straight wrist, curved fingers placed in correct place on the fingerboard for accurate intonation.
Cello/Bass – Students will be able to hold left hand with thumb behind the neck, curved fingers placed in the correct place on the fingerboard for accurate intonation, and elbow off of the instrument.
3. Students will be able to demonstrate correct Right Hand Position for pizzicato (plucking the string) by placing the thumb against the fingerboard and gently pulling the string to create sound.
4. Students will be able to demonstrate correct Right Hand Position for arco (playing with the bow) by holding the bow with a bent thumb and correct finger placement and shape.
5. Students will be able to create a pleasing tone quality by moving the bow parallel to the bridge with an appropriate amount of pressure and speed.

II. Reading and Notating Music

6. Students will be able to identify, define, and perform songs that use, the following musical terms and symbols: Beat, staff, barline, double barline, repeat sign, time signature, measure, clef appropriate to student's instrument, down bow, up bow, bow lift
7. Students will be able to identify, define, and perform rhythm patterns that use, the following note values: quarter note, quarter rest, half note, half rest, dotted half note
8. Students will be able to identify on the staff the eight notes of the D major scale.
9. Students will be able to perform the D major scale.
10. Students will be able to perform simple melodies that use the eight notes of the D major scale.

III. Listening to/Analyzing/Describing Music

11. Students will be able to echo simple rhythm and pitch patterns on their instruments.
12. Students will be able to create their own simple rhythm and pitch patterns using the notes and note values they have learned.

13. Students will perform selections along with accompaniments of various styles of music.

IV. Lesson Etiquette

14. Students will come to lessons prepared with their instruments and method books.

15. Students will take proper care of their instruments.

16. Students will be quiet and respectful when others are performing or speaking.

17. Students will always give their best effort.

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5th Grade Orchestra - Learning Outcomes

(Students will continue to reinforce 4th grade learning outcomes)

I. Technique

1. Students will further develop bow control through use of slurs, ties, double stops, and tremolo.
2. Students will be able to explain the proper use of 4th finger (LH) on violin and viola.

II. Reading and Notating Music

3. Students will be able to identify, define, and perform pieces that use the following musical terms and symbols: 1st and 2nd endings, dynamic markings (p, mp, mf, f), fermata, crescendo and decrescendo, accents, staccato, time signatures 2/4, 3/4, 4/4
4. Students will be able to identify, define, and perform rhythm patterns that include, the following note values: whole note, whole rest, dotted quarter note.
5. Students will be able to identify on the staff the key signatures and the corresponding eight notes of each of the following scales: D, G and C major.
6. Students will be able to perform the D, G, and C major scales.
7. Students will be able to perform simple melodies that use the eight notes of the D, G and C major scales.

III. Listening to/Analyzing/Describing Music

8. Students will be able to listen for out of tune notes, and make adjustments as necessary to their finger placement.
9. Students will be able to evaluate performances (their own and others).

IV. Ensemble

10. Students will be able to follow a conductor.
11. Students will begin to understand how several musical lines fit together to form a composition.
12. Students will be able to define the terms balance, melody, harmony, and rehearsal numbers & letters.

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6th Grade Orchestra - Learning Outcomes

I. Playing Posture and Hand Position

1. Students will be able to sit with straight backs, on edge of seat, with feet flat on floor.
2. Students will be able to hold instruments using appropriate hand position.

II. Rhythm

3. Students will be able to correctly play whole, half, dotted-half, quarter, dotted-quarter, and eighth notes.
4. Students will be able to correctly play the rhythms from the pieces in their concert repertoire.

III. Musical Literacy

5. Students will be able to read and correctly perform the notes in their music.
6. Students will be able to recognize and identify the symbols for: clef, time signature, key signature, accidentals, articulations, and dynamics.
7. Students will be able to play scales and repertoire in the keys of: D, G, C major and A and E minor.
8. Students will be able to play one octave scales in the keys of D, G, and C major and A and E minor. Violin students will be able to play 2 octave scales in g major. Viola and cello students will be able to play 2 octave scales in C major.

IV. Technique

Left hand

9. Violin/Viola – Students will be able to hold their instruments on their left shoulder. with a straight wrist and their elbows elevated.
10. Cello/Bass – Students will be able to hold their instrument with their elbows elevated and their thumbs at the back of the neck.

Right Hand

11. Violin/Viola: Students will be able to hold the bow with the thumb slightly bent. The pinky should be curved with the fingertip on the bow stick.
12. Cello/Bass: Students will be able to hold the bow with the thumb slightly bent and spaces between fingers.
13. Bow placement: Students will be able to play with the bow parallel to the bridge and end of the finger board. The bow should be placed halfway between the end of the fingerboard and the bridge.
14. Students will be able to produce a beautiful sound by using full, straight bows.

15. Students will be able to follow and coordinate bowings.

V. Ear Training

Intonation

16. Students will be able to tell the difference between in-tune and out-of-tune.
17. Students will be able to tune their instruments using the fine tuners.
18. Students will be able to distinguish the factors that contribute to proper intonation.

Listening Skills

19. Students will be able to demonstrate knowledge of their role in the ensemble by adjusting their volume.
20. Students will be able to synchronize their parts by listening to others within the ensemble.
21. Students will be able to respond to verbal cues from their director.

VI. Expression

Dynamics

22. Students will be able to adjust their volume according to the directions written in their music and given by their director.
23. Students will be able to recognize and understand the symbols for piano, mezzo piano, mezzo forte, forte and fortissimo.

Articulation

24. Students will be able to recognize the symbols for staccato, legato, and slur and perform these articulations on their instruments.

Bowings

25. Students will be able recognize the symbols for up and down bows.
26. Students will be able to recognize the “comma” marking for a bow lift and perform this bowing.

VII. Music History

27. Students will be able to identify the composers of all the pieces in their concert repertoire.

VIII. Rehearsal Etiquette

28. Students will be able to stay quiet when others are playing.
29. Students will be able to take care of their instruments.
30. Students will be able to respond to visual and verbal cues from their director.

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7th Grade Orchestra - Learning Outcomes

IV. Playing Posture and Hand Position

1. Students will be able to sit with straight backs, on edge of seat, with feet flat on floor.
2. Students will be able to hold instruments using appropriate hand position.

V. Rhythm

3. Students will be able to correctly play whole, half, dotted-half, quarter, dotted-quarter, eighth and sixteenth notes.
4. Students will be able to play in the following meters: 2/4, 3/4, 4/4 and cut time.
5. Students will be able to correctly play the rhythms from the pieces in their concert repertoire.

VI. Musical Literacy

6. Students will be able to read and correctly perform the notes in their music.
7. Students will be able to recognize and identify the symbols for: clef, time signature, key signature, accidentals, articulations, accents and dynamics.
8. Students will be able to play scales and repertoire in the keys of: D, G, C, and F major and A, E and D minor.
9. Students will be able to play one octave scales in the keys of D, G, and C major and A and E minor. Violin students will be able to play 2 octave scales in G, C and A major. Viola, and cello students will be able to play 2 octave scales in D and C major. Viola, cello and bass students will be able to play 2 octave scales in G major.

IV. Technique

Left hand

10. Violin/Viola – Students will be able to hold their instruments on their left shoulder. with a straight wrist and their elbows elevated.
11. Cello/Bass – Students will be able to hold their instrument with their elbows elevated and their thumbs at the back of the neck.

Right Hand

12. Violin/Viola: Students will be able to hold the bow with the thumb slightly bent. The pinky should be curved with the fingertip on the bow stick.
13. Cello/Bass: Students will be able to hold the bow with the thumb slightly bent and space between the fingers.
14. Bow placement: Students will be able to play with the bow parallel to the bridge and end of the finger board. The bow should be placed halfway between the end of the fingerboard and the bridge.

15. Students will be able to follow and coordinate bowings.

V. Ear Training

Intonation

16. Students will be able to tell the difference between in-tune and out-of-tune.

17. Students will be able to tune their instruments using the fine tuners.

18. Students will be able to distinguish the factors that contribute to proper intonation.

Listening Skills

19. Students will be able to demonstrate knowledge of their role in the ensemble by adjusting their volume.

20. Students will be able to synchronize their parts by listening to others within the ensemble.

21. Students will be able to respond to verbal cues from their director.

VI. Expression

Dynamics

22. Students will be able to adjust their volume according to the directions written in their music and given by their director.

Articulation

23. Students will be able to recognize the symbols for staccato, legato, and slur and reproduce them on their instruments.

Bowings

24. Students will be able recognize the symbols for up and down bows.

25. Students will be able to recognize the “comma” marking for a bow lift and perform this bowing.

26. Students will be able to recognize the symbols for double up bows and perform them on their instruments.

VII. Music History

27. Students will be able to identify the composers of all the pieces in their concert repertoire.

VIII. Rehearsal Etiquette

28. Students will be able to stay quiet when others are playing.

29. Students will be able to take care of their instruments.

30. Students will be able to respond to visual and verbal cues from their director.

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8th Grade Orchestra - Learning Outcomes

I. Playing Posture and Hand Position

1. Students will be able to sit with straight backs, on edge of seat, with feet flat on floor.
2. Students will be able to hold instruments using appropriate hand position.
3. Students will be able to shift to the 3rd position.
4. Students will be able to play scales and repertoire using the 3rd position.

II. Rhythm

5. Students will be able to correctly play whole, half, dotted-half, quarter, dotted-quarter, eighth notes and sixteenth notes.
6. Students will be able to play quarter and eighth note triplets.
7. Students will be able to correctly play the rhythms from the pieces in their concert repertoire.

III. Musical Literacy

8. Students will be able to read and correctly perform the notes in their music.
9. Students will be able to recognize and identify the symbols for: clef, time signature, key signature, accidentals, articulations, and dynamics.
10. Students will be able to play scales and repertoire in the keys of: D, G, C, F, B flat, major and A, E, and D minor.
11. Students will understand what a score is and how it is used.
12. Students will be able to play 1 octave scales in keys of D, G, C, F, B flat major and A, E, D and G minor. Violin students will be able to play 2 octave scales in C, D, G, and A major and A and G minor. Viola and Cello students will be able to play 2 octave scales in D and C major and G and D minor. Viola, cello and bass students will be able to play 2 octave scales in g major.

IV. Technique

Left hand

13. Violin/Viola – Students will be able to hold their instruments on their left shoulder. with a straight wrist and their elbows elevated.
14. Cello/Bass – Students will be able to hold their instrument with their elbows elevated and their thumbs at the back of the neck.

Right Hand

15. Violin/Viola: Students will be able to hold the bow with the thumb slightly bent. The pinky should be curved with the fingertip on the bow stick.

16. Cello/Bass: Students will be able to hold the bow with the thumb slightly bent and space between the fingers.
17. Bow placement: Students will be able to play with the bow parallel to the bridge and end of the finger board. The bow should be placed halfway between the end of the fingerboard and the bridge.
18. Students will be able to produce staccato and legato articulations using their bows.
19. Students will be able to follow and coordinate bowings.

V. Ear Training

Intonation

20. Students will be able to tell the difference between in-tune and out-of-tune.
21. Students will be able to tune their instruments using the fine tuners.
22. Students will be able to distinguish the factors that contribute to proper intonation.

Listening Skills

23. Students will be able to demonstrate knowledge of their role in the ensemble by adjusting their volume.
24. Students will be able to synchronize their parts by listening to others within the ensemble.
25. Students will be able to respond to verbal cues from their director.

VI. Expression

Dynamics

26. Students will be able to adjust their volume according to the directions written in their music and given by their director.
27. Students will be able to recognize the symbols for a range of dynamics from pianissimo to fortissimo.

Articulation

28. Students will be able to recognize the symbols for staccato, legato, and slur and reproduce them on their instruments.

Bowings

29. Students will be able recognize the symbols for up and down bows.
30. Students will be able to recognize the “comma” marking for a bow lift and perform this bowing.
31. Students will be able to recognize the symbols for two up bows in a row and perform this bowing on their instruments.

VII. Music History

32. Students will be able to identify the composers of all the pieces in their concert repertoire.

VIII. Rehearsal Etiquette

33. Students will be able to stay quiet when others are playing.
34. Students will be able to take care of their instruments.
35. Students will be able to respond to visual and verbal cues from their director.

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String Orchestra - Learning Outcomes

I. Technique

1. Students will be able to demonstrate the following proper playing positions:
 - a. Correct seating position: Sitting on the edge of the seat with a straight back, feet flat on the floor
 - b. Correct left hand position: Curved fingers in the correct spot on the fingerboard, straight left wrist
 - c. Correct bow hold: Correct finger placement and shape when holding the bow.
 - d. Correct position for pizzicato: Both with the bow in hand and without.
2. Students will be able to create a pleasing tone quality by:
 - a. Playing with the bow straight and parallel to the bridge
 - b. Using appropriate bow pressure and speed
 - c. Playing in the correct part of the bow
 1. Lower part for forte passages, upper part for piano passages, middle part for quicker passages
 - d. Using vibrato to color the sound
 1. Demonstrating a consistent wrist motion that is smooth, free, and even.
 - e. Playing in tune by
 1. Making a clear distinction between the whole and half steps in the music
 2. Matching pitch and making adjustments while playing to match pitch.
 3. Identifying and imitating musical intervals (whole and half steps, major and minor thirds, perfect fourths, fifths, octaves, and other intervals.
3. Students will be able to demonstrate proper finger patterns when playing scales and selected passages in the music by:
 - a. Distinguishing between high and low 2nd finger for the violin and viola
 - b. Using extended fingerings when necessary on the cello and bass
 - c. Demonstrating the proper sequence of whole and half steps when playing scales.
 - d. Applying logical finger patterns when shifting and changing position.
4. Students will be able to demonstrate the ability to play in first, second, and third positions by:
 - a. Demonstrating the correct fingering for the notes in each position on the four strings.

- b. Using string crossings in the various positions to avoid unnecessary shifting.
5. Students will be able to demonstrate the following bowings:
 - a. Detache
 - b. Martele
 - c. Spiccato
 - d. Jeter Richochet

II. Reading and Notating Music

6. Students will be able to identify and define the following musical terms and symbols: Clefs appropriate to the students' instrument, bar lines, double bar lines, repeat signs, measures, time signatures, note values (whole, half, quarter, eights, sixteenth), dotted note values, bowing markings for up bow, down bow, bow lift.
7. Students will be able to perform notated rhythms using the above mentioned musical symbols.
8. Students will be able to identify notes on the staff within the range of their instrument from their lowest open string to the highest note playable in 3rd position.
9. Students will be able to perform notated music within the range of notes and rhythms mentioned above.

III. Listening to/analyzing/describing music

10. Students will be able to imitate rhythmic and pitch patterns on their instruments.
11. Students will be able to notate rhythmic and pitch patterns on the staff.
12. Students will perform selections of music from various styles of music.
13. Students will listen to their own performances of music and determine what went well and what didn't. They will be able to explain specific techniques that they can use to improve the performance that they hear.
14. Students will be able to listen to the performances of others critically, identifying style, performance technique, and the quality of the performance.

IV. Repertoire

15. Students will perform quality music that represents the different periods and styles of music (baroque, classical, romantic, modern, ethnic, etc.)
16. Students will be able to distinguish and describe music of different styles and periods.
17. Students will perform music that is appropriate to their playing level and that is pedagogically helpful to their musical development.
18. Students in Chamber Orchestra will perform primarily music equivalent in difficulty to that listed as being at levels 2 & 3 (*see NYSSMA manual*).

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Concert Orchestra - Learning Outcomes

I. Technique

1. Students will be able to demonstrate the following proper playing positions:
 - a. Correct seating position: Sitting on the edge of the seat with a straight back, feet flat on the floor
 - b. Correct left hand position: Curved fingers in the correct spot on the fingerboard, straight left wrist
 - c. Correct bow hold: Correct finger placement and shape when holding the bow.
 - d. Correct position for pizzicato: Both with the bow in hand and without.
2. Students will be able to create a pleasing tone quality by:
 - a. Playing with the bow straight and parallel to the bridge
 - b. Using appropriate bow pressure and speed
 - c. Playing in the correct part of the bow
 1. Lower part for forte passages, upper part for piano passages, middle part for quicker passages
 - d. Using vibrato to color the sound
 1. Demonstrating a consistent wrist motion that is smooth, free, and even.
 - e. Playing in tune by
 1. Making a clear distinction between the whole and half steps in the music
 2. Matching pitch and making adjustments while playing to match pitch.
 3. Identifying and imitating musical intervals (whole and half steps, major and minor thirds, perfect fourths, fifths, octaves, and other intervals.
3. Students will be able to demonstrate proper finger patterns when playing scales and selected passages in the music by:
 - a. Distinguishing between high and low 2nd finger for the violin and viola
 - b. Using extended fingerings when necessary on the cello and bass
 - c. Demonstrating the proper sequence of whole and half steps when playing scales.
 - d. Applying logical finger patterns when shifting and changing position.
4. Students will be able to demonstrate the ability to play in first, second, third, and fourth positions by:
 - a. Demonstrating the correct fingering for the notes in each position on the four strings.

- b. Using string crossings in the various positions to avoid unnecessary shifting.
5. Students will be able to demonstrate the following bowing techniques:
 - a. Detache
 - b. Martele
 - c. Spiccato
 - d. Jeter Richochet

II. Reading and Notating Music

6. Students will be able to identify and define the following musical terms and symbols: Clefs appropriate to the students' instrument, bar lines, double bar lines, repeat signs, measures, time signatures, note values (whole, half, quarter, eights, sixteenth), dotted note values, bowing markings for up bow, down bow, bow lift.
7. Students will be able to perform notated rhythms using the above mentioned musical symbols.
8. Students will be able to identify notes on the staff within the range of their instrument from their lowest open string to the highest note playable in 4th position.
9. Students will be able to perform notated music within the range of notes and rhythms mentioned above.

III. Listening To/Analyzing/Describing Music

10. Students will be able to imitate rhythmic and pitch patterns on their instruments.
11. Students will be able to notate rhythmic and pitch patterns on the staff.
12. Students will perform selections of music from various styles of music.
13. Students will listen to their own performances of music and determine what went well and what didn't. They will be able to explain specific techniques that they can use to improve the performance that they hear.
14. Students will be able to listen to the performances of others critically, identifying style, performance technique, and the quality of the performance.

IV. Repertoire

15. Students will perform quality music that represents the different periods and styles of music (baroque, classical, romantic, modern, ethnic, etc.)
16. Students will be able to distinguish and describe music of different styles and periods.
17. Students will perform music that is appropriate to their playing level and that is pedagogically helpful to their musical development.
18. Students in Concert Orchestra will perform primarily music equivalent in difficulty to that listed as being at levels 3 & 4 (*see NYSSMA manual*).

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Symphony Orchestra - Learning Outcomes

I. Technique

1. Students will be able to demonstrate the following proper playing positions:
 - a. Correct seating position: Sitting on the edge of the seat with a straight back, feet flat on the floor
 - b. Correct left hand position: Curved fingers in the correct spot on the fingerboard, straight left wrist
 - c. Correct bow hold: Correct finger placement and shape when holding the bow.
 - d. Correct position for pizzicato: Both with the bow in hand and without.
2. Students will be able to create a pleasing tone quality by:
 - a. Playing with the bow straight and parallel to the bridge
 - b. Using appropriate bow pressure and speed
 - c. Playing in the correct part of the bow
 1. Lower part for forte passages, upper part for piano passages, middle part for quicker passages
 - d. Using vibrato to color the sound
 1. Demonstrating a consistent wrist motion that is smooth, free, and even.
 - e. Playing in tune by
 1. Making a clear distinction between the whole and half steps in the music
 2. Matching pitch and making adjustments while playing to match pitch.
 3. Identifying and imitating musical intervals (whole and half steps, major and minor thirds, perfect fourths, fifths, octaves, and other intervals.
3. Students will be able to demonstrate proper finger patterns when playing scales and selected passages in the music by:
 - a. Distinguishing between high and low 2nd finger for the violin and viola
 - b. Using extended fingerings when necessary on the cello and bass
 - c. Demonstrating the proper sequence of whole and half steps when playing scales.
 - d. Applying logical finger patterns when shifting and changing position.
4. Students will be able to demonstrate the ability to play in first, second, third, fourth, and fifth positions by:
 - a. Demonstrating the correct fingering for the notes in each position on the four strings.

- b. Using string crossings in the various positions to avoid unnecessary shifting.
5. Students will be able to demonstrate the following bowings:
- a. Detache
 - b. Martele
 - c. Spiccato
 - d. Jeter Richochet

II. Reading and Notating Music

6. Students will be able to identify and define the following musical terms and symbols: Clefs appropriate to the students' instrument, bar lines, double bar lines, repeat signs, measures, time signatures, note values (whole, half, quarter, eights, sixteenth), dotted note values, bowing markings for up bow, down bow, bow lift.
7. Students will be able to perform notated rhythms using the above mentioned musical symbols.
8. Students will be able to identify notes on the staff within the range of their instrument from their lowest open string to the highest note playable in 5th position.
9. Students will be able to perform notated music within the range of notes and rhythms mentioned above.

III. Listening To/Analyzing/Describing Music

10. Students will be able to imitate rhythmic and pitch patterns on their instruments.
11. Students will be able to notate rhythmic and pitch patterns on the staff.
12. Students will perform selections of music from various styles of music.
13. Students will listen to their own performances of music and determine what went well and what didn't. They will be able to explain specific techniques that they can use to improve the performance that they hear.
14. Students will be able to listen to the performances of others critically, identifying style, performance technique, and the quality of the performance.

IV. Repertoire

15. Students will perform quality music that represents the different periods and styles of music (baroque, classical, romantic, modern, ethnic, etc.)
16. Students will be able to distinguish and describe music of different styles and periods.
17. Students will perform music that is appropriate to their playing level and that is pedagogically helpful to their musical development.
18. Students in Symphony Orchestra will perform primarily music equivalent in difficulty to that listed as being at levels 5 & 6 (*see NYSSMA manual*).