

**MCKEESPORT AREA HIGH SCHOOL DISTRICT  
STRING ORCHESTRA CURRICULUM**

**GRADES 9 - 12**

<p><b>PA Academic Standards</b> Student must be able to:</p>	<p><b>Objective</b> Content or process student will be able to know and do</p>	<p><b>Instructional Methods</b></p>	<p><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p><b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b></p>						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements Y Music: • duration • intensity • pitch • timbre Principles Y Music: • composition • form • genre • harmony • rhythm • texture</p>	<p>Music Duration: •Sustain notes their full value without allowing the sound to decay Music Intensity: • Perform selected orchestra repertoire observing written and stylistically appropriate dynamics Pitch: • Tune carefully at the start of rehearsal; adjust tuning to match other players within sections and across the ensemble Timbre: • Recognize characteristic sound of orchestra instruments; product characteristic sound on student's orchestra instrument</p>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> <li>• Echo: call and response melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Sight reading books</li> <li>• Allen's "Daily Warm Ups"</li> <li>• Finale or Muscore</li> <li>• Recordings</li> <li>• Orchestral Music</li> </ul> <p>Genre</p> <ul style="list-style-type: none"> <li>• Classic</li> <li>• Jazz</li> <li>• Contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Chamber Strings</li> <li>•Spring Musical Pit</li> </ul>

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	Music Composition: •Recognize compositional devices such as repetition, variation, tonality/modulation Form: •Recognize various musical forms including fugue, theme, and variation Genre: •Recognize various musical genre such as suite, concerto, overture, and march Harmony: •Play 2, 3, & 4 part musical passages in tune. Rhythm: •Accurately perform orchestra literature that includes duple meter; whole notes, half notes, quarter notes,	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> <li>• Echo: call and response melodic patterns</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Chamber Strings</li> <li>•Spring Musical Pit</li> </ul>

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	<ul style="list-style-type: none"> <li>• Eighth notes, dotted quarter-eighth notes, triple meter, dotted half notes, dotted quarter notes, quarter notes, eighth notes, dotted eighth sixteenth notes</li> <li>• Perform orchestra literature in duple and triple meter</li> <li>• Perform music with syncopation</li> <li>• Perform music with ties across the bar line</li> <li>• Perform pieces with changing meter where the pulse remains constant</li> </ul> Texture: <ul style="list-style-type: none"> <li>• Recognize varying textures from sparsely to densely scored orchestration, including solo, soli, and tutti writing</li> </ul>		<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble			<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange •improvise	Sing: •Student will internalize and vocalize assigned pitches, vocalize rhythmic excerpts and single notes Play an instrument: •Student will perform orchestra literature with appropriate phrasing and nuance Read and notate music: •Student will read and perform selected orchestra literature, sight read orchestra literature Improvise: •Student will perform selected contemporary literature that contains aleatoric passages	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> <li>• Student will interpret and apply advanced vocabulary to perform selected literature</li> <li>• Musical and bowing/ technical terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a music composition that combines jazz music and African music).	<ul style="list-style-type: none"> <li>•Student will perform a concert that demonstrates contrasting styles</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.		<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.	<ul style="list-style-type: none"> <li>•Student will identify the contributing factors that lead to the composition of selected orchestra literature</li> <li>•Perform selected orchestra literature employing appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>



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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Student will identify the goals of a given rehearsal</li> <li>• Identify the outcomes of a given rehearsal</li> <li>• Assist in planning home practice sessions and additional rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces •Evaluate the use and applications of materials •Evaluate issues of cleanliness related to the arts •Evaluate the use and applications of mechanical/electrical equipment •Evaluate differences among selected physical space/environment •Evaluate the use and applications of safe props/stage equipment	• Student will use and maintain instruments carefully and properly	• Direct instruction from teacher regarding instrument care •	• Proper instrument storage compartments • Cleaning cloths • Varnish cleaner/polish	• Formal and informal teacher observation • Student self-evaluation		

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<p>•Evaluate the use and apply safe methods for storing materials in the arts</p>						

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<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>•Students will be aware of local performances (e.g., Pittsburgh Symphony, Westmoreland Symphony, local university performances, chamber/church groups, etc.) and make evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. • Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). • Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs).	•Students will perform new music techniques required to play selected orchestra literature	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</b>						
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> <li>• Students will evaluate the use of technology in their performance of selected orchestra literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
A. Explain the historical, cultural, and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>•Students will identify the historical, cultural, and social context of selected orchestra literature</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	<ul style="list-style-type: none"> <li>•Student will identify historical events that took place as selected orchestra literature was created</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>



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<b>9.2. Historical and Cultural Contexts</b>						
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	<ul style="list-style-type: none"> <li>•Students will identify the period in which selected orchestra literature was written</li> <li>•Identify the genre of selected orchestra literature and any historical implications</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>• Student will identify the cultural and social context of elected orchestra literature</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).	<ul style="list-style-type: none"> <li>• Students will identify the impact of historical and cultural events of selected orchestra literature</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> <li>•Students will understand and use culturally and historically appropriate vocabulary as it applies to selected orchestra literature</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
G Relate works in the arts to geographic regions: <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Central America</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> </ul>	<ul style="list-style-type: none"> <li>• Students will perform selected orchestra literature from various countries around the world with appropriate stylistic considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> <li>•Student will identify composers that have a Pennsylvania connection and perform music of selected Pennsylvania composers</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>•Students will perform selected orchestra literature of significant composers of varying backgrounds and perspectives, observing appropriate stylistic considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	<ul style="list-style-type: none"> <li>• Students will recognize the stylistic implications associated with the nationality of composers and their compositions</li> <li>• recognize the stylistic implications associated with the historical period of composers and their compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>



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<b>9.2. Historical and Cultural Contexts</b>						
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	<ul style="list-style-type: none"> <li>•Students will perform selected orchestra literature that is based on the folk music traditions of various cultures around the world, observing appropriate stylistic considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.2. Historical and Cultural Contexts</b>						
L. Identify, explain and analyze common themes, forms and techniques from works in the arts	Students will: <ul style="list-style-type: none"> <li>• Perform selected orchestra literature of significant composers of varying background and perspectives observing appropriate stylistic considerations</li> <li>• Compare ideas, techniques, and fans of various composers within a concert program and/or among concert programs during the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.3. Critical Response</b>						
A. Explain and apply the critical examination processes of works in the arts and humanities. <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul>	Compare and Contrast: <ul style="list-style-type: none"> <li>• Students will recognize similarities and differences in various performances of selected orchestra pieces</li> <li>• Analyze: Students will discuss the significance of various compositional techniques (repetition, variation, etc.) within selected orchestra pieces, discuss the significance of various musical nuances dynamics, articulation, phrasing) within selected orchestra pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<p><b>9.3. Critical Response</b></p>						
<p>B. Determine and apply criteria to a person's work and works of others in the arts.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare the performance of the concert orchestra to exemplary recordings of selected orchestra literature</li> <li>• Compare the performance of the symphonic orchestra to exemplary recordings of selected literature</li> <li>• Compare the solo wind and percussion performance of students with exemplary recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<p><u>Orchestra Repertoire</u></p> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> <p>*supplemental compositions composed for ensemble</p>	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.3. Critical Response</b>						
C. Apply systems of classification for interpreting works in the arts and forming a critical response.		<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.3. Critical Response</b>						
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.		<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>

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<b>9.3. Critical Response</b>						
E. Examine and evaluate various types of critical analysis of works in the arts and humanities. •Contextual criticism •Formal criticism •Intuitive criticism	Student will: •Contextual criticism: Evaluate selected orchestra repertoire within the time and culture it was created •Formal criticism: Evaluate selected orchestra repertoire based on compositional techniques, form, etc. •Intuitive criticism: Evaluate selected orchestra literature from a personal perspective	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> </ul> *supplemental compositions composed for ensemble	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>•PMEA Events</li> <li>•Additional listening and research</li> <li>• Other Ensembles</li> <li>•Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>•Spring Musical Pit</li> </ul>

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<b>9.3. Critical Response</b>						
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	Student will: <ul style="list-style-type: none"> <li>• Evaluate selected orchestra repertoire within the time and culture it was created vs. the students' current cultural experience</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> <li>• *supplemental compositions composed for ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>



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<b>9.4. Aesthetic Response</b>						
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience	Students will: <ul style="list-style-type: none"> <li>Discuss and compare the philosophical ideas of a composers piece of music in comparison to their own life experience</li> </ul>	<ul style="list-style-type: none"> <li>Direct instruction</li> <li>Listening to exemplary recordings</li> <li>Audio recording of student performances</li> <li>Class discussion and analysis</li> <li>Teacher lecture</li> <li>Drill practice</li> <li>Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>Classical</li> <li>Romantic</li> <li>Baroque</li> <li>20<sup>th</sup> Century</li> <li>Jazz/Swing</li> <li>Multi-Cultural</li> <li>*supplemental compositions composed for ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal teacher observation</li> <li>Student self-evaluation</li> <li>Playing tests</li> <li>Student-led sectional</li> <li>Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>Peer tutoring</li> <li>Individualized instruction</li> <li>Additional explanation</li> <li>Additional drill and practice</li> <li>Computer assisted instruction</li> <li>Rehearsal</li> <li>Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>PMEA Events</li> <li>Additional listening and research</li> <li>Other Ensembles</li> <li>Solo and Small Ensemble</li> <li>Chamber Strings (or other additional ensemble directed by instructor)</li> <li>small group</li> <li>Spring Musical Pit</li> </ul>

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<b>9.4. Aesthetic Response</b>						
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture	<ul style="list-style-type: none"> <li>• Student will discuss the impact of selected orchestra literature on audiences for whom it was written or first heard it performed</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Listening to exemplary recordings</li> <li>• Audio recording of student performances</li> <li>• Class discussion and analysis</li> <li>• Teacher lecture</li> <li>• Drill practice</li> <li>• Rehearsal</li> </ul>	<u>Orchestra Repertoire</u> <ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• Baroque</li> <li>• 20<sup>th</sup> Century</li> <li>• Jazz/Swing</li> <li>• Multi-Cultural</li> <li>• *supplemental compositions composed for ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Student self-evaluation</li> <li>• Playing tests</li> <li>• Student-led sectional</li> <li>• Ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Individualized instruction</li> <li>• Additional explanation</li> <li>• Additional drill and practice</li> <li>• Computer assisted instruction</li> <li>• Rehearsal</li> <li>• Private lessons</li> </ul>	<ul style="list-style-type: none"> <li>• PMEA Events</li> <li>• Additional listening and research</li> <li>• Other Ensembles</li> <li>• Solo and Small Ensemble</li> <li>• Chamber Strings (or other additional ensemble directed by instructor)</li> <li>• small group</li> <li>• Spring Musical Pit</li> </ul>