INTERMEDIATE ORCHESTRA
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: 2 or 3 Years of Prior Playing Experience and Consent of Instructor

Course Overview:
In Intermediate Orchestra, students continue to develop intermediate string instrumental skills, including the ability to tune your own instrument, a knowledge of six basic major scales, basic bowing styles, good intonation, and good tone procedures.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

1) I can sing my orchestra music in class. *(S)*

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

Learning Targets *(Type)*:

1) I can sing, hum, and kazoo my music in a group with or without the piano. *(S)*

Benchmark 3: Students demonstrate well-developed ensemble skills.

Learning Targets *(Type)*:

1) I can use group playing skills in orchestra class. *(S)*

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can perform grade level 4 musically in a way that is pleasing to the audience. *(S)*

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Learning Targets *(Type)*:

1) I can play all of my pairs in orchestra well. *(S)*

Benchmark 3: Students perform in small ensembles with one student on a part.

Learning Targets *(Type)*:

1) I can play chamber music where I am the only person playing my part. *(S)*

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

Learning Targets *(Type)*:

1) I can improvise harmonizations for many different styles of music. *(K,S)*

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Learning Targets *(Type)*:

1) I can make-up variations on melodies given to me by the teacher or another student. *(S)*

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

1) I can improvise over basic chord progressions. *(S)*

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

Learning Targets *(Type)*:

1) I can write music in many different styles. *(S)*

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Learning Targets *(Type)*:

1) I can arrange songs for many instruments. *(K,S)*

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Learning Targets *(Type)*:

1) I can write and arrange music for many different acoustic and electronic instruments. *(S)*

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Learning Targets *(Type)*:

1) I can read music and describe musical elements in that music. *(K)*

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can sight read medium difficulty music. *(S)*

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Learning Targets *(Type)*:

1) I can describe the techniques composers use to make music more emotional. *(K)*

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

Learning Targets *(Type)*:

1) I can give the definitions of all of the terms found in my music. *(K)*

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Learning Targets *(Type)*:

1) I can identify techniques used by composers to make music more emotional. *(K)*

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

Learning Targets *(Type)*:

1) I can make an informed decision about the quality of a piece of music or a performance. *(K)*

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Learning Targets *(Type)*:

1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

Learning Targets *(Type)*:

1) I can draw connections between music and other art forms. *(R)*

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can compare two different pieces from the same time period. *(K)*

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind,

percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

Learning Targets *(Type)*:

1) I can draw connections between music and other subjects in school and life. *(R)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and culture.**

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Learning Targets *(Type)*:

1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K)*

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

Learning Targets *(Type)*:

1) I can trace different styles of music back to how they began. *(K)*

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Targets *(Type)*:

1) I can state the different roles that musicians perform in our culture and give examples of how they perform these roles. *(K)*