Advanced Orchestra
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition

Course Overview:
Advanced Orchestra is a course designed to provide students a continuation of studies in string instrument pedagogy and performance. Students will gain proficiency in ensemble technique as well as instrumental methods providing them with a solid foundation for a continuation in college coursework. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Crescendo, Decrescendo, Diminuendo, Forte, Fortepiano, Fortissimo, Mezzo, Morendo, Pianissimo, Piano, Sforzando, Grave, Largo, Lento, Adagio, Andante, Maestoso, Allegretto, Moderato, Allegro, Vivace, Presto, Prestissimo, Accelerando, Alla Breve, Allargando, A tempo, Grand Pause, L'istesso tempo, Meno Mosso, Piu mosso, Rallentendo, Ritardando, Rubato, Stringendo, Tenuto, Attacca, Cadenza, Coda, Da Capo, Dal Segno, Fine, Ad Libertum, Divisi, Ossia, Soli, Solo, Tacet, Tutti, Unison, Animato, Brio con, Cantabile, Dolce, Espressivo, Fuoco con, Grazioso, Legato, Maestoso, Marcato, Pesante, Semplice, Sostenuto, Staccato, Secco, Sordino, Assia, Con, MOlto, Non troppo, Poco a poco, Subito, Senza, Sempre, Simile.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can compose pieces in mixed meter, and in keys up to 4 sharps and flats. Cellists can compose pieces in both bass and tenor clef and Violists can compose in both alto and treble clef.
- I can improvise using a drone in keys up to four sharps and flats

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.

- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can write out my compositions and perform them in front of others.

MU:Cr2.1.E.IIb Preserve draft compositions and improvisations through standard notation, audio, or video recording.

- I can notate my improvisations and notate my musical ideas for composition pieces.
- I can contribute musical ideas to the rehearsal.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes

- I can take a rough composition and refine this composition using feedback by my teachers and peers.
- I can offer feedback that helps improve other students work and self-evaluate my works

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes..

- I can perform my composition with my class.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music , the technical skill of the individual or ensemble, and the purpose and context of the performance.

- I can offer feedback as to whether a piece of music is appropriate for my ensemble and well as decide if a piece is appropriate for a particular performance venue.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

- I can identify the baroque and classical forms and know how the form of a piece influences performance practice.
- I can analyze sonata form and decide how to make the themes differ.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

- I can take a short snippet of music and develop a musical interpretation that is historically and contextually accurate.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

- I can listen to a recording of my ensemble and complete an evaluation form based on the district music festival form, and offer feedback and goals for the next quarter.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- The context and how a work is presented influence the audience response.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

- I can state what technical demands are needed to perform a piece of music.
- I can write the expressive qualities of a piece based on the historical period.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances

- I can explain how expressive factors influence the audience's reception of a piece of music.
- I have a mastery of my instrument that allows me to have an expressive performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

- I can pick music that is appropriate for the context in which it is played.
- I help choose music that is appropriate for a particular concert or performance.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.
    - I can analyze the form of a piece and make musical decisions based on the musical form.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- Support interpretations of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
    - I can explain why I made a certain interpretation decision based on evidence in the musical score.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.
    - I can use specific criteria when evaluating a musical performance, and compare and contrast different performances.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
    - I can select and perform music, which communicates my sense of self and place.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I will understand how music is influenced by a culture and context and how these influences impact all arts.
- I can compare and contrast the different visual arts and music.