Intermediate Orchestra
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition

Course Overview:
This ensemble builds upon the natural progression of skills in middle school orchestra. This class is intended to prepare students for participation in Advanced Orchestra. Students will expand their knowledge of music theory, tune, production and music reading.

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, Assai, 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.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal

  - I can compose a short piece consisting of ¼ notes, 1/8th notes and 1/16th notes. The piece consists of key signatures of up to three sharps and flats.
  - I can improvise a simple melody over 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.Ia Select and develop draft melodies, rhythmic passages, and arrangements for

specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- I can arrange a melody in the form of a musical fugue.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- I can make educated decisions about the music I'm playing as it pertains to musical expression, phrasing and musical pacing.

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.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- I can listen to a recording of my ensemble and offer suggestions for improving the musical product of the group.
- I can evaluate my performance on solo assessments and come up with goals for improvement and a plan to improve my playing.

- 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.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

- I can perform music in a concert setting in a way the exhibits my true ability.

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.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the

individual or ensemble, and the purpose or context of the performance.

- I can offer educated input into the selection of music. This input must address the factors that influence the quality of a given piece.

- 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.Ia Demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

- I will understand how musical period impacts musical performance of the piece, and how the culture and historical events of the time impact music and art of the time.

- 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.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- I can come up with an interpretation that is culturally and historically 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.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can create goals for the next quarter as well as a plan for improvement for the next quarter both personally and for my ensemble.

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.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- I can develop the techniques needed to play in a manner that is historically accurate.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can evaluate whether I am ready for a performance, or if I need to do more work.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **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.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- I understand the aspects of quality music and what makes a piece of music worth listening to.

- 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.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- I can define the classical forms and understand how these forms impact the performance of a musical piece.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect 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.Ia Explain and 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 personal research.

- I will consider the composer's intent when developing an informed musical performance. I can defend my musical decisions.
- I consider the musical context when making decisions about musical expression.

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.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- I can evaluate a concert based on a class rubric.

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.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can demonstrate how my interests relate to personal choices and intent when creating, performing and responding to music.

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

- Relate musical ideas and work 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.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can connect the many different arts and understand how a society impacts the many different arts.