

Power Standards and Benchmarks Orchestra 4-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 1: Singing, alone and with others, a varied repertoire of music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Begins ear training <p>Intermediate</p> <ul style="list-style-type: none"> • Continues ear training <p>High School</p> <ul style="list-style-type: none"> • Continues ear training 	<p>Elementary</p> <ul style="list-style-type: none"> • Rhythm syllables <p>Intermediate</p> <ul style="list-style-type: none"> • Outline triads • Interval • Interval names: perfect 5th, octave, unison, half step = minor 2nd, whole step = Major 2nd 	<p>Elementary</p> <ul style="list-style-type: none"> • Imitates rhythm and pitch patterns • Demonstrates a sense of pulse • Models and imitates pitch and rhythm patterns using teacher as a singing model <p>Intermediate</p> <ul style="list-style-type: none"> • Begins interval identification (perfect 5th, etc.) • Identifies changes in tempo • Continues to model issues of pitch and rhythm through singing • Exhibits a sense of pulse and maintains a steady beat • Learns some basic intervals, e.g. perfect 5th, octave, unison, half step = minor 2nd, whole step = Major 2nd • Identifies intervals by name, e.g. perfect 5th, etc. • Identifies changes in tempo 	<p>Elementary</p> <ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • CD's • Lesson books by instrument • Sheet music • White board • Wall charts & pictures <p>Intermediate</p> <ul style="list-style-type: none"> • Music Fundamentals software or Website

<p>High School</p> <ul style="list-style-type: none"> • Continues to develop left hand skills • Continues to develop right hand skills 	<ul style="list-style-type: none"> • Vibrato • Spiccato • Accents • Sforzando • Crescendo • Decrescendo • Tremolo • Sul tasto • Ponticello • Col legno <p>High School</p> <ul style="list-style-type: none"> • Tempo • Dynamics • Balance • Intonation 	<ul style="list-style-type: none"> • Learns basic conductor patterns and gestures (exit skill for the intermediate level) • Learns shifting exercises over the instrument (free) • Learns shifting to harmonics • Learns pre-vibrato exercises • Expands the knowledge of first position to include all half steps • Learns positions to the upper strings • Uses rhythm and bowing patterns to demonstrate relationships of time and space <p>High School</p> <ul style="list-style-type: none"> • Learns concepts of bow distribution and placement • Learns about changing tone and color by varying weight, speed, and contact point • Plays alone and in small groups during rehearsals • Plays music from different style periods and cultures • Expands knowledge of beat patterns and gestures • Develops knowledge of tempo changes, musical expression and group listening skills and articulation • Continues to develop left hand facility, shifting technique, knowledge of positions, and vibrato • Progresses in vibrato, proceeding as physical freedom allows • Exit goals: Generally knows positions through the octave on the highest string • Knows violin – 5th position 	
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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 3: Improvising melodies, variations, and accompaniments.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Improvises rhythmic and melodic patterns. 	<p>Elementary</p> <ul style="list-style-type: none"> • Improve • Sound effects • Variation 	<p>Elementary</p> <ul style="list-style-type: none"> • Begins studying musical interaction and improvisation through music and exercises • Begins learning ways music can be varied by studying fiddle music with variations 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • CD's • Lesson books by instrument • Sheet music • White board • Wall charts & pictures
<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Improvises rhythmic and melodic patterns. 	<p>Intermediate</p> <ul style="list-style-type: none"> • Chord patterns 	<p>Intermediate</p> <ul style="list-style-type: none"> • Begins studying the aural concept of tonic and dominant • Begins studying musical interaction and improvisation through music and exercises • Utilizes patterns to create various styles of music 	
	<p>High School</p> <ul style="list-style-type: none"> • Tonic • Dominant • Jazz chords 	<p>High School</p> <ul style="list-style-type: none"> • Continues studying theoretical concept of tonic and dominant • Continues using fiddle music with variations to learn improvisational skills 	

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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 4: Composing and arranging music within specified guidelines.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Creates a melody following specified patterns or guidelines • Creates rhythm patterns following specified patterns or guidelines <p>Intermediate</p> <ul style="list-style-type: none"> • Creates a melody following specified patterns or guidelines • Creates rhythm patterns following specified patterns or guidelines <p>High School</p> <ul style="list-style-type: none"> • Improvises on basic chord progressions • Creates rhythm patterns following specified patterns or guidelines 	<p>Elementary /Intermediate</p> <ul style="list-style-type: none"> • Patterns <p>High School</p> <ul style="list-style-type: none"> • Sequencing theory • Riff • 12-bar blues 	<p>Elementary</p> <ul style="list-style-type: none"> • Uses melodic and rhythmic patterns to create variety in exercises • Applies bowing patterns to folk songs, e.g. "Twinkle" rhythms • Identifies variations in the music studied and applies rhythmic variations to scales, chords, and exercises used in class <p>Intermediate</p> <ul style="list-style-type: none"> • Begins study of music technology, including music fundamentals, sequencing, notation, and composition <p>High School</p> <ul style="list-style-type: none"> • Takes Music fundamentals, Music theory, and/or Composition if an advanced student 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • CD's • Lesson books by instrument • Sheet music • White board • Wall charts & pictures

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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 5: Reading and notating music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Reads and performs simple rhythm patterns • Reads and performs basic note patterns • Reads and performs basic dynamics, bowings, and articulation 	<p>Elementary/ Intermediate/ High School</p> <ul style="list-style-type: none"> • Staff • Clef sign • Lines & spaces • D string note • A string note • G string note • C string note • E string note • Accidentals • Key signature • Time signature • Intervals • Meter • Numeric counting 	<p>Elementary</p> <ul style="list-style-type: none"> • Rhythm: recognizes and executes beginning note relationships used in the given method book (quarter, eighth or half, quarter, etc) • Pitch: performs basic note pattern names on the D and A string • Begins study of the remaining strings and the subsequent finger patterns starting at the end of the first year • Begins study of the difference between the natural and sharp version of a note, e.g. C sharp, C natural • Recognizes and observes teacher modeling the performance of down/up bows, slurs, staccato and simple dynamics • Rhythm: begins study of the “numeric system” of counting • Performs developmentally appropriate rhythmic patterns 	<p>Elementary</p> <ul style="list-style-type: none"> • Method book • Recordings • Worksheets • Classroom materials • DVD's • Videos • Software

<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Reads and performs more complex rhythm pattern • Reads and performs more complex note patterns • Reads and performs dynamics, bowing, and articulation 		<p>Elementary</p> <ul style="list-style-type: none"> • Recognizes more complex rhythmic patterns and meters • Pitch: recognizes and performs basic note pattern names/relationships on the G, C, E strings • Recognizes how key signatures relate to finger patterns • Recognizes how time signature relates to rhythmic patterns <p>Intermediate Exit/ High School Entrance Skills</p> <ul style="list-style-type: none"> • Can identify letter names of notes • Can describe the fingering for any given note in first position • Can describe the fingering options for notes in positions studied • Can apply a counting system that includes beat numbers to age appropriate music <p>High School</p> <ul style="list-style-type: none"> • Begins complete clef knowledge appropriate to the instrument: violin – learns to read 8va, transposes up or down an octave. (Suggest introducing alto clef); viola – learns to read both alto and treble clefs; cello & Bass – learns to read bass, tenor, and treble clefs 	<p>Intermediate/ High School</p> <ul style="list-style-type: none"> • Method book • Recordings • Worksheets • Classroom materials • DVD's • Videos • Software • Music Fundamentals software or Website
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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 6: Listening to, analyzing, and describing music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Analyzes various elements in music • Identifies and experiences different musical instruments and timbres • Identifies musical elements 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Emotions in music • Musical form • Da capo • Fine • Dal segno • Coda • Dynamic terms • Crescendo • Decrescendo • Ritardando • Accelerando 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Learns basic listening skills using the recordings that accompany the method book • Describes the impact of the music by listening to recordings or live music that communicates different emotions or moods • Distinguishes between high/low pitches, stepwise and skipping melodic lines, and loud and soft dynamics • Uses various listening exercises to understand dynamics, musical form, quality of tone, intonation, etc. • Identifies sections of musical form • Identifies music signals that tell the ends of sections • Analyzes different musical elements • Learns form through a variety of musical styles including popular and contemporary styles 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Method book • Recordings • Worksheets • Classroom materials • DVD's • Videos • Software

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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 7: Evaluating music and music performances.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
Elementary/ Intermediate/ High School <ul style="list-style-type: none"> • Evaluates musical performances and compositions • Assesses large group and/or individual assessment 	Elementary/ Intermediate/ High School <ul style="list-style-type: none"> • Smooth sound • Even strokes • Loud and soft • Clean, clear start and end of notes • Matching pitch • Intonation • Articulation • Rhythm • Tone production • Expression 	Elementary/Intermediate/High School <ul style="list-style-type: none"> • Discusses student performances using the teacher as a model of quality performance • Responds to music of various styles and genres • Evaluates music performance based on predetermined criteria • Uses appropriate music terminology in evaluations • Self-assesses performance using vocabulary that is age and level appropriate • Identifies string techniques used 	Elementary/Intermediate/High School <ul style="list-style-type: none"> • Method book • Recordings • Worksheets • Classroom materials • DVD's • Videos • Software

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Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Learns similarities and differences between music and other disciplines • Identifies ways in which music and other disciplines are interrelated and discusses how students participate in interrelated events 	<p>Elementary</p> <ul style="list-style-type: none"> • Folk song • Style • Discipline • Community service • Accompaniment 	<p>Elementary</p> <ul style="list-style-type: none"> • Discusses the culture of origin through the use of folksongs • Uses rhythm and bowing patterns to demonstrate relationships of time and space • Performs for community and school events, e.g. musical, dance, PTA events, variety shows, etc. 	<p>Elementary</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Folk Artists • Music • Field trips
<p>Intermediate</p> <ul style="list-style-type: none"> • Learns similarities and differences between music and other disciplines • Identifies ways in which music and other disciplines are interrelated and discusses how students participate in interrelated events 	<p>Intermediate</p> <ul style="list-style-type: none"> • Arts integration • Integration • Interdisciplinary 	<p>Intermediate</p> <ul style="list-style-type: none"> • Performs for community and school events, e.g. musical, dance, PTA events, variety shows, etc. • Identifies relationships between the various arts 	<p>Intermediate</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Folk Artists • Music • Field trips

<p>High School</p> <ul style="list-style-type: none"> • Learns similarities and differences between music and other disciplines • Identifies ways in which music and other disciplines are interrelated and discusses how students participate in interrelated events 	<p>High School</p> <ul style="list-style-type: none"> • Arts integration • Integration • Interdisciplinary 	<p>High School</p> <ul style="list-style-type: none"> • Performs for community and school events, e.g. musical, dance, PTA events, variety shows, etc. • Identifies relationships between the various arts 	<p>High School</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Folk Artists • Music • Field trips • Touring opportunities
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Power Standards and Benchmarks Orchestra 4-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 9: Understanding music in relation to history and culture

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Listens to musical examples from various historical periods and cultures • Begins study of the composers, genre, cultural background, and performance practices <p>Intermediate</p> <ul style="list-style-type: none"> • Listens to musical examples from various historical periods and cultures • Continues study of the composers, genre, cultural background, and performance practices 	<p>Elementary/ Intermediate</p> <ul style="list-style-type: none"> • Composer • Conductor • Soloist • Accompanist • Performer • Genre 	<p>Elementary</p> <ul style="list-style-type: none"> • Performs folksongs with discussion of the culture of origin • Listens and performs music from various cultures and historical periods. <p>Intermediate</p> <ul style="list-style-type: none"> • Continues study of the composers, genres, and performance practices • Analyzes music of various cultures and historical periods • Listens and performs music from various cultures and historical periods 	<p>Elementary</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Musicians, Folk Groups • Music • Field Trips <p>Intermediate</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Musicians, Folk Groups • Music • Field Trips • Feeder schools touring

<p>High School</p> <ul style="list-style-type: none"> • Listens to musical examples from various historical periods and cultures • Continues study of the composers, genre, cultural background and performance practices 		<p>High School</p> <ul style="list-style-type: none"> • Continues study of the composers, genres, and performance practices • Analyzes music of various cultures and historical periods • Listens and performs music from various cultures and historical periods 	<p>High School</p> <ul style="list-style-type: none"> • DVD's • CD's • Sound system • Visiting Musicians, Folk Groups • Music • Field Trips • Feeder schools touring • Touring
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