

Middle School Orchestra

| Instructional Focus: Musicianship, tone quality, intonation and technique on the instrument are stressed. This course may include multiple levels of proficiency. Scheduled performances are required and an integral part of assessment. | | |
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| Standards | Objectives | Examples |
| B5 | Students will be able to demonstrate a knowledge of their instrument by: <ul style="list-style-type: none"> Identifying parts of the instrument and bow. Naming and locating the strings. Demonstrating proper use, care and maintenance of the instrument. Rosin, tighten and loosen the bow. Tuning strings using pegs and fine tuners. General (proper storage temperature, humidity, gentle handling, safety). Clean the instrument with appropriate supplies/tools. Application of shoulder rest, endpin extension and endpin rest. | The Instrument |
| B5 | Students will be able to demonstrate a proper body and playing position by: <ul style="list-style-type: none"> Exhibiting correct playing and concert rest position. Develop proper left arm position for accurate finger placement and movement on the fingerboard. Develop proper right arm position and bow position. Sit up with back in a straight position without tension. Support the body structure with correct positioning of feet on the floor. Left elbow under instrument with pinky side of hand facing the bridge. Develop the technique of switching between arco and pizzicato. | Body Position |
| B5 | Students will be able to demonstrate a proper playing technique by: <ul style="list-style-type: none"> Using appropriate left hand finger placement for playing the indicated key signature. Develop effective right arm techniques to facilitate a variety of articulation and tone quality on the instrument. Develop left hand finger placement for a tetrachord starting on an open string. Demonstrate the ability to change tone with adjustments to bow placement in relationship to the bridge and fingerboard. | Playing Technique |
| A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11 | Students will be able to develop a recognition of a variety of pitches through basic ear training techniques by: <ul style="list-style-type: none"> Develop a recognition of a variety of pitches through basic ear training techniques by: Recognizing the characteristic sound of a major scale. Playing simple melodies by rote. Matching a played pitch. Adjusting left hand finger placement to manipulate a pitch. | Ear Training |
| A1, A2, A3 | Students will be able to demonstrate an ability to create music independently: <ul style="list-style-type: none"> Complete a given melody by filling in the missing notes. Improvise an ending to a given melody. Improvise a melody on three notes. Compose a short melody. Students should follow the teacher's improvised, phrases, in a call-and-response technique. | Creating Music and Improvisation |
| A1, A2, B4, C7, C8, C9, D10, D11 | Students will be able to experience music from a variety of cultures and develop an awareness of the history of music: <ul style="list-style-type: none"> Identify examples of world music and match to their geographic region. Explore how music can be used to transform events, scenes, emotions, or ideas into works of art in Alaska, the nation, and other world cultures. Examine a variety of musical styles and forms. | US and World Music, Alaska Native Cultures and their music |

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| | <ul style="list-style-type: none">● Explore various expressive elements of music.● Develop the ability to analyze and critique music compositions and performances.● Experience the connection of music to history, culture, heritage and community.● Identify by genre or style, aural examples of music from various historical periods and cultures.● Compare/Contrast differences in the music of world cultures. | |
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Alaska Arts Standards for Music

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| A. CREATE | |
| Imagine and develop artistic ideas and work | |
| <i>Anchor Standard #1: Generate and conceptualize artistic ideas and work</i> | |
| Enduring Understanding | Essential Question |
| The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. | How do musicians generate creative ideas? |
| <i>Anchor Standard #2: Organize and develop artistic ideas and work</i> | |
| Enduring Understanding | Essential Question |
| Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent. | How do musicians make creative decisions? |
| <i>Anchor Standard #3: Refine and complete artistic work</i> | |
| Enduring Understanding | Essential Question |
| Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria. | How do musicians improve the quality of their creative work? |
| B. PRESENT | |
| Interpret and share artistic work | |
| <i>Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production</i> | |
| Enduring Understanding | Essential Questions |
| Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire. | How do performers select their musical repertoire? How do performers interpret musical works? |
| <i>Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production</i> | |
| Enduring Understanding | Essential Question |
| Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills. | How do musicians improve the quality of their performance? |
| <i>Anchor Standard #6: Perform, present, and/or produce artistic work</i> | |
| Enduring Understanding | Essential Question |
| The context of time, place, and culture in which a work is presented influences audience response. | How do context and the manner in which musical work is presented influence audience response? |

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

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

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

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

Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?