



Beginning Orchestra

Music (Orchestra)- Year at a Glance

M/J Orchestra 1
Course # 1302040

A Note to Parents: This is a year-long course.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

The following Benchmarks in Music are Addressed Daily in Orchestra Rehearsals. They are considered over-arching Music Benchmarks:

- Sing or play melodies by ear with support from the teacher and/or peers. •
- Play age-appropriate repertoire Expressively.
- Demonstrate proper instrumental technique.
- Sight-read standard exercises and simple repertoire.
- Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
- Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- Develop strategies for listening to unfamiliar musical works.
- Critique personal preferences, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
- Sustain focused attention, respect, and discipline during classes and performances.

Course Description

Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

CPALMS Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Orchestra 1 <https://www.cpalms.org/PreviewCourse/Preview/3946>

Unit of Study

<p>Quarter 1 Aug 10 – Oct 12</p>	<p><i>Introduction to Your Instrument and Music Notation</i></p>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
<p>Quarter 2 Oct 13 – Dec 22</p>	<p><i>Applying Performance Fundamentals</i></p>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. • Identify the works of representative composers within a specific style or time period. • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. • Transfer performance techniques from familiar to unfamiliar pieces • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
<p>Quarter 3 Jan 11 – Mar 11</p>	<p><i>Developing Ensemble and Musical Concepts</i></p>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. • Transfer performance techniques from familiar to unfamiliar pieces. • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
<p>Quarter 4 Mar 22 – May 27</p>	<p><i>Applying Musical and Ensemble Concepts</i></p>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Classify the literature being studied by genre, style, and/or time period. • Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and

		<p>transfer new knowledge and experiences to other musical works.</p>
--	--	---

- Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
- Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
- Transfer performance techniques from familiar to unfamiliar pieces.
- Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

Course Resources

- Method Book with recordings: **Essential Elements for Strings 2000, Book 1 (violin, viola, cello, bass)**
- Essential Elements Interactive Website: <https://www.essentialelementsinteractive.com/>
- Music Theory.net: <https://www.musictheory.net/>
- Music Theory Web: <https://www.teoria.com/>
- Classics for Kids: <https://www.classicsforkids.com/>
- Dallas Symphony Orchestra: <https://www.dsokids.com/community-education/dso-kids/>