

# Georgia Performance Standards

## Fine Arts

### Orchestra Introduction

The Georgia Performance Standards for orchestra are designed to be used in heterogeneous string classes in grades four through twelve. The standards are based on the MENC National Standards for Music Education and are designed to provide a sequential and developmental framework for students from beginning through the mastery level. They are arranged in four major categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate and Cultural and Historical Context. The standards are organized into the following levels:

- 4<sup>th</sup> and 5<sup>th</sup> Grade:        Beginning
- 6<sup>th</sup> – 8<sup>th</sup> Grade:        Beginning, Intermediate, and Advanced
- 9<sup>th</sup> – 12<sup>th</sup> Grade:        Beginning, Intermediate, Advanced, and Mastery

The majority of string orchestra programs in Georgia begin in middle school (6<sup>th</sup> grade). The content of the standards is designed so that each grade level (6 – 12) can be successfully taught within the confines of the school year. The fourth and fifth grade standards are designed to be covered over the course of two years.

### GRADES 9 - 12

### MASTERY ORCHESTRA

#### A. Skills and Techniques/Performance

MHSMO.1 – Singing, alone and with others, a varied repertoire of music

- a. Demonstrate the ability to match pitch and adjust intonation by singing selected excerpts from the music being performed by the orchestra.
- b. Demonstrate an understanding of phrasing through singing melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

MHSMO.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 5 and 6 on a scale of 1 to 6.
- b. Use an artistically advanced vibrato in appropriate orchestra literature.
- c. Exhibit the ability to accurately tune respective instrument.
- d. Demonstrate the ability to play in I through VII positions and use those positions in determining the best fingerings to use in music being performed.
- e. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- f. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or flats and any other keys used in music being performed.

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- g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.

### MHSMO.3 – Reading and notating music

- a. Read and notate notes in the clefs used and the keys used in music being performed.
- b. Read and notate rhythms and time signatures in music being performed.
- c. Recognize and execute symbols for form, dynamics, tempo, articulation and expression as used in corresponding literature.
- d. Use the circle of fifths to identify and execute keys appropriate to the music being performed.
- e. Sight-read, accurately and expressively, music with a difficulty level of 4 on a scale of 1 to 6.

## B. Creation

### MHSMO.4 – Improvising melodies, variations, and accompaniments

- a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies.
- b. Improvise stylistically appropriate harmonizing parts.
- c. Improvise original melodies over a given chord progression in a variety of styles.

### MHSMO.5 – Composing and arranging music within specified guidelines

- a. Arrange a chorale or simple composition for string orchestra.
- b. Compose melodies for respective instrument in the keys of D, G and C.
- c. Arrange the melody of a popular song for respective instrument.

## C. Critical Analysis/Investigate

### MHSMO.6 – Listening to, analyzing, and describing music

- a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- b. Identify melodic and harmonic material and phrase endings in given aural examples.
- c. Discuss the formal and phrase structure of music being performed.

### MHSMO.7 – Evaluating music and music performances

- a. Compare and contrast performances by various ensembles.
- b. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- c. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

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### D. Cultural and Historical Context

MHSMO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Justify the importance of music in a well rounded education.
- b. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
- c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

MHSMO.9 – Understanding music in relation to history and culture

- a. Classify by style and historical period or culture representative aural examples of music and explain the reasoning behind their classifications.
- b. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- c. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.