

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:

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

The majority of string orchestra programs in Georgia begin in middle school (6th 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

BEGINNING ORCHESTRA

A. Skills and Techniques/Performance

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

- a. Demonstrate the ability to match pitch and adjust intonation.
- b. Demonstrate an understanding of phrasing through singing simple melodies.
- c. Discuss the relationship between singing and quality tone production on a string instrument.

MHSBO.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 1 and 2 on a scale of 1 to 6.
- b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position.
- c. Demonstrate vibrato readiness skills.
- d. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- e. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- f. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

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MHSBO.3 – Reading and notating music

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, and alle breve.
- d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.
- e. Sight-read, accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6.

B. Creation

MHSBO.4 – Improvising melodies, variations, and accompaniments

- a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
- b. Improvise simple melodies and harmonic accompaniments in the keys of D and G.

MHSBO.5 – Composing and arranging music within specified guidelines

- a. Create original rhythm patterns in 4/4 time.
- b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

MHSBO.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.

MHSBO.7 – Evaluating music and music performances

- a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.

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D. Cultural and Historical Context

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

- a. Explain how music contributes to a well rounded education.
- b. Establish awareness that all subjects are related to music.

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

- a. Identify and compare performance styles of music learned in class.
- b. Discuss characteristics of music from various societies and cultures.
- c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.