



## Course Overview fo Orchestra HS Level 3

| Unit Title                                       | Unit Summary                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#"><u>Instrument Assignments</u></a>    | In this unit, students will learn which instrument they will be assigned to use during the year                                                                                                                                                                                                                               |
| <a href="#"><u>CHAMPS</u></a>                    | In this unit, students will learn/review classroom expectation and rules                                                                                                                                                                                                                                                      |
| <a href="#"><u>Posture</u></a>                   | In this unit, students will learn/review the popper posture, instrument setup and body position to perform successfully.                                                                                                                                                                                                      |
| <a href="#"><u>Technique</u></a>                 | In this unit, students will learn/review playing techniques such as shifting, vibrato, extensions, different bowing styles, bow slurs (playing multiple notes in one bow rather than changing bow direction for each note)                                                                                                    |
| <a href="#"><u>Music Theory/Ear Training</u></a> | In this unit, students will learn/review elements of music theory related to reading music and developing listening skills to be able to judge if they are playing correctly.                                                                                                                                                 |
| <a href="#"><u>Ensemble Techniques</u></a>       | In this unit, students will learn/review how to play with other students to create a unified sound. Timing, blend, balance, intonation, and dynamics will be addressed.                                                                                                                                                       |
| <a href="#"><u>Sight Reading</u></a>             | In this unit, students will learn/review how to accurately perform music they are seeing for the first time without any rehearsal.                                                                                                                                                                                            |
| <a href="#"><u>Audition Processes</u></a>        | In this unit, students will learn/review how to prepare for and take auditions outside their school ensemble (such as region orchestra or college auditions), as well as audition etiquette.                                                                                                                                  |
| <a href="#"><u>Placement Preparation</u></a>     | In this unit, students will learn/review how to audition for a higher level of orchestra in their school ensemble.                                                                                                                                                                                                            |
| <a href="#"><u>Solo and Ensemble</u></a>         | In this unit, students will learn/review how to prepare to play a solo or a chamber ensemble for performance or competition, such as how to prepare, how to play with an accompanist, how to rehearse, and how to deal with performance anxiety. The rules for UIL Solo and Ensemble will also be presented during this unit. |

## Standards for Instrument Assignments

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:
  - (I) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.

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## Standards for CHAMPS

### Texas Essential Knowledge and Skills (TEKS)

- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:
  - (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;

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## Standards for Posture

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
  - (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
  - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
  - (C) demonstrate rhythmic accuracy using appropriate tempo;
  - (D) demonstrate observance of key signatures and modalities;
  - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics

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## Standards for Technique

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
  - (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
  - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
  - (C) demonstrate rhythmic accuracy using appropriate tempo;
  - (D) demonstrate observance of key signatures and modalities;
  - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
  - (F) create and notate or record original musical phrases at an appropriate level of difficulty.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
  - (A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading;
  - (B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
  - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
  - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
  - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
  - (F) demonstrate application of dynamics and phrasing while sight reading; and
  - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

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## Standards for Music Theory/Ear Training

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:
  - (A) compare and contrast exemplary musical examples using technology and available live performances;
  - (B) compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
  - (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
  - (D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;
  - (E) compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;
  - (F) compare and contrast concepts of balance and blend using appropriate terminology;
  - (G) compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and
  - (H) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- (2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:
  - (A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
  - (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
- (5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
  - (A) compare and contrast music by genre, style, culture, and historical period;
  - (B) define uses of music in societies and cultures;
  - (C) identify and explore the relationships between music and other academic disciplines;
  - (D) identify music-related vocations and avocations;
  - (E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and
  - (F) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.

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## Standards for Ensemble Techniques

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
  - (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
  - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
  - (C) demonstrate rhythmic accuracy using appropriate tempo;
  - (D) demonstrate observance of key signatures and modalities;
  - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
  - (F) create and notate or record original musical phrases at an appropriate level of difficulty.
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
  - (A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading;
  - (B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
  - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
  - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
  - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
  - (F) demonstrate application of dynamics and phrasing while sight reading; and
  - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

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## Standards for Sight Reading

### Texas Essential Knowledge and Skills (TEKS)

- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
  - (A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading;
  - (B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;
  - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
  - (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
  - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
  - (F) demonstrate application of dynamics and phrasing while sight reading; and
  - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:
  - (A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;
  - (B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
  - (C) develop processes for self-evaluation and select tools for personal artistic improvement; and
  - (D) evaluate musical performances by comparing them to exemplary models.

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## Standards for Audition Processes

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
  - (A) demonstrate increasingly mature, characteristic sound appropriate for the genre;
  - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
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  - (C) develop processes for self-evaluation and select tools for personal artistic improvement; and
  - (D) evaluate musical performances by comparing them to exemplary models.

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## Standards for Placement Preparation

### Texas Essential Knowledge and Skills (TEKS)

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  - (D) evaluate musical performances by comparing them to exemplary models.]

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## Standards for Solo and Ensemble

### Texas Essential Knowledge and Skills (TEKS)

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