

# MUSIC Achievement Portfolio



## Orchestra II

(MU 1740)

**Practice Develops  
Confidence**

\_\_\_\_\_ Student  
\_\_\_\_\_ Music Teacher  
\_\_\_\_\_ Parent  
\_\_\_\_\_ School and District

### Description of Intermediate Orchestra

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Orchestra (MU 1640) or audition.*

### Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

<b>Music Connections</b> (MU 1600)	<b>Guitar</b> (MU 1610)	
<b>Music Aesthetics</b> (MU 1700)	<b>Composition</b> (MU 1750)	
<b>Choir I</b> (MU 1620)	<b>Band I</b> (MU 1630)	<b>Orchestra I</b> (MU 1640)
<b>Choir II</b> (MU 1720)	<b>Band II</b> (MU 1730)	<b>Orchestra II</b> (MU 1740)
<b>Choir III</b> (MU 1760)	<b>Band III</b> (MU 1770)	<b>Orchestra III</b> (MU 1780)

# Intermediate Orchestra Student Achievement Portfolio

## Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

### **Objective A: Produce a beautiful tone.**

- Play with a straight bow stroke.
- Demonstrate knowledge of contact point of bow to string.
- Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.
- Demonstrate the effect of bow speed and bow weight on tone.
- Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.
- Explain (teach) the principles of proper position to other students.
- Demonstrate a beginning vibrato motion.

### **Objective B: Demonstrate technical performance skills.**

- Demonstrate bowing techniques appropriate to the style of music to be learned.
- Demonstrate the following bowing techniques: *detache*, *staccato*, *slurs*, *marcato*.
- Slur at least eight notes per bow.
- Accurately play a passage with varied groupings of slurs and *detache* bowings.
- Demonstrate scale and finger pattern skills.
- Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C, F, E-flat, 1 octave B-flat; bass—1 octave A, D, G, C, F, B-flat, E-flat.
- Play the following positions: violin and viola —1<sup>st</sup> through 3<sup>rd</sup> positions; cello— 1<sup>st</sup> through 4<sup>th</sup> positions; bass— 1/2 through 4<sup>th</sup> positions (or have command of the fingering necessary to play up to and including E on the G string).
- List, define and play the dynamics ranging from *pp* to *ff*.
- Demonstrate bow usage needed to produce *p* and *f* dynamics.
- Perform with correct intonation.
- Individually play scales and passages in tune.
- Identify incorrect intonation and make necessary adjustments.

### **Objective C: Demonstrate notational literacy.**

- Perform unfamiliar exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- Correctly explain standard notation symbols in instrumental music.
- Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.

### **Objective D: Demonstrate productive rehearsal habits.**

- Show respect for the rehearsal.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

### **Objective E: Perform varied repertoire.**

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify the key signature, meter, tempo, and dynamics of music being studied.
- Perform musical symbols, terms, and signs as found in intermediate method books.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display commendable performance etiquette.

## Standard 2 **CREATE**

Students will improvise and compose music.

### **Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

**Objective B: Record musical thoughts in standard notation.**

- Correctly use all appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.

**Objective C: Write original melodies and short compositions.**

- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

**Standard 3****LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments on music based on the effectiveness of the musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

**Standard 4 DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**ORCHESTRA II LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10      Independent 9      Fluent 8      Developing 7      Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

