

Georgia Standards of Excellence (GSE) for 6th Grade Orchestra

Creating

MSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

Performing

MSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MSBO.PR.2 Read and Notate music.

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within key signatures D, G, and C.
- c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, and 2/4.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

Responding

MSBO.RE.1 Listen to, analyze, and describe music.

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

MSBO.RE.2 Evaluate music and music performances.

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

Connecting

MSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

MSBO.CN.2 Understand music in relation to history and culture.

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

Georgia Standards of Excellence (GSE) for 7th Grade Orchestra

Creating

MSIO.CR.1 Improvise, compose, and arrange music within specified guidelines.

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or a variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Using teacher or student-created criteria, refine improvised or composed pieces.

Performing

MSIO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument in relation to bow weight, bow speed, bow distribution and contact point.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- e. Demonstrate vibrato readiness skills through shifting exercises.
- f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- g. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F and Bb, and introduce minor keys through varied musical selections.
- h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

MSIO.PR.2 Read and Notate 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.
- c. Read and notate rhythms (e.g. 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, and 6/8.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

Responding

MSIO.RE.1 Listen to, analyze, and describe music.

- a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Discuss and describe the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

MSIO.RE.2 Evaluate music and music performances.

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using student- or teacher-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.
- d. Develop strategies to improve the quality of a performance.

Connecting

MSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Discuss and describe the benefits of musical study as part of a well-rounded education.
- b. Discuss and describe how other subjects relate to music.

MSIO.CN.2 Understand music in relation to history and culture.

- a. Discuss and describe performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

Georgia Standards of Excellence (GSE) for 8th Grade Orchestra

Creating

MSAO.CR.1 Improvise, compose, and arrange music within specified guidelines.

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Refine improvised or composed pieces using student-created criteria.

Performing

MSAO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- e. Demonstrate basic vibrato.
- f. Exhibit the ability to accurately tune respective instrument.
- g. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass $\frac{1}{2}$ -IV position).
- h. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- i. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, Bb, and Eb and the minor keys of e, a, and d.
- j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

MSAO.PR.2 Read and Notate 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, Bb, and Eb and the minor keys e, a, and d.
- 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, alla breve and mixed meter.
- d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
- e. Analyze sight-reading strategies and apply to appropriate pieces.

Responding

MSAO.RE.1 Listen to, analyze, and describe music.

- a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Analyze the difference between melody and accompaniment in given examples (e.g. aural, written, performed).
- c. Identify simple musical forms.

MSAO.RE.2 Evaluate music and music performances.

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style and rhythm.
- d. Critique recorded examples of music performed by the ensemble and other ensembles and assess suggestions for improvement.
- e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.

Connecting

MSAO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Assess the benefits of musical study as part of a well-rounded education.
- b. Analyze the ways in which other subjects relate to music.

MSAO.CN.2 Understand music in relation to history and culture.

- a. Analyze performance styles of music learned in class.
- b. Analyze the ways in which music performed in class relates to the culture and society of its time and other times.