

Bexley Orchestra Curriculum Map



Course: Advanced Orchestra: Bexley Sinfonia

August	September	October	November	December	January	February	March	April	May
Rote Playing/Ear			Rote Playing/Ear			Rote Playing/Ear			
simple melody			simple melody				simple melody		
all F/P			all F/P				all F/P		
bkward exten.			bkward exten.				bkward exten.		
simple melody			simple melody				simple melody		
multiple slurs			multiple slurs				multiple slurs		
simple bowing			simple bowing				simple bowing		
patterns			patterns				patterns		
dynamic differences			dynamic differences				dynamic differences		
simple intervals			simple intervals				simple intervals		
Major/Minor			Major/Minor				Major/Minor		
pentatonic scale			pentatonic scale				pentatonic scale		
diatonic scale			diatonic scale				diatonic scale		
simple pop songs			simple pop songs				simple pop songs		
Happy Birthday			Happy Birthday				Happy Birthday		
complex bowing patterns			complex bowing patterns				complex bowing patterns		
			Complex melodic/rhythmic patterns				Complex melodic/rhythmic patterns		

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Bow Hold/Use			Bow Hold/Use			Bow Hold/Use			
Reinforce and Refine:			Reinforce and Refine:			Reinforce and Refine:			
correct bow hold			correct bow hold				correct bow hold		
Detache stroke			Detache stroke				Detache stroke		
Staccato stroke			Staccato stroke				Staccato stroke		
double down bow			double down bow				double down bow		
Staccato stroke			Staccato stroke				Staccato stroke		
VV bowing			VV bowing				VV bowing		
Multiple slurs			Multiple slurs				Multiple slurs		
produce sfz			produce sfz				produce sfz		
Weight/Speed/Plac			Weight/Speed/Plac				Weight/Speed/Plac		
phrase shape			phrase shape				phrase shape		
Spiccato stroke			Spiccato stroke				Spiccato stroke		
cresc./decrec.			cresc./decrec.				cresc./decrec.		
loure stroke			loure stroke				loure stroke		
martele stroke			martele stroke				martele stroke		
multiple staccato			multiple staccato				multiple staccato		
strokes in one bow			strokes in one bow				strokes in one bow		
multiple successive cresc/decrescendo			multiple successive cresc/decrescendo				multiple successive cresc/decrescendo		
tremolo/col legno			tremolo/col legno				tremolo/col legno		
Baroque/Classical/Romantic style			Baroque/Classical/Romantic style				Baroque/Classical/Romantic style		
Colle'; Ponticello stroke			Colle'; Ponticello stroke				Colle'; Ponticello stroke		
Renaissance style/tone quality			Renaissance style/tone quality				Renaissance style/tone quality		
			Read and perform extreme dynamic differences from ppp/fff using appropriate bow speed/weight/length				Read and perform extreme dynamic differences from ppp/fff using appropriate bow speed/weight/length		
			flying spiccato/ ricochet				flying spiccato/ ricochet		

Music Reading:					Music Reading:					Music Reading				
SR/count and perform					SR/count and perform					SR/count and perform				
known rhythms					known rhythms					known rhythms				
compound meter					compound meter					compound meter				
Internal subdivision					Internal subdivision					Internal subdivision				
Mastery of:					Mastery of:					Mastery of:				
Scales in keys of					Scales in keys of					Scales in keys of				
F, C, D, G, Bb, Major					F, C, D, G, Bb, Major					F, C, D, G, Bb, Major				
a, d, b, e, g Melodic minor					a, d, b, e, g Melodic minor					a, d, b, e, g Melodic minor				
EbM/cm AM/f#m AbM/fm; EM/c#m					EbM/cm AM/f#m AbM/fm; EM/c#m					EbM/cm AM/f#m AbM/fm; EM/c#m				
All note/rest values through 16th notes					BM/g#m; DbM/bbm					BM/g#m; DbM/bbm				
triplet					All note/rest values through 32nd notes					All note/rest values through 32nd notes				
multiple slurs					multiple slurs					multiple slurs				
key change					key change					key change				
Compound dynamics					Compound dynamics					Compound dynamics				
Divisi					Divisi					Divisi				
celli/bass: simple tenor clef					All solidify II/III/IV/V position					All solidify II/III/IV/V position				
viola: simple treble clef					VI/VII position; all instruments					VI/VII position; all instruments				
All solidify II/III/IV/V position					Grace notes; style, period and application					Grace notes; style, period and application				
VI/VII position; all instruments					Complex tempo markings					Complex tempo markings				
32nd notes					celli/bass confident tenor clef					celli/bass confident tenor clef				
Grace notes; style, period and application					viola; confident treble clef					viola; confident treble clef				
Complex tempo markings					violin; confident ledger lines					violin; confident ledger lines				
BM/g#m; DbM/bbm					celli/bass; introduce treble clef					celli/bass; introduce treble clef				
					20th century notation; non traditional					20th century notation; non traditional				
					3 octave scales					3 octave scales				
Posture										Posture				
Student demonstrates										Student demonstrates				
acceptable posture at all times.										acceptable posture at all times.				
easy release when shifting										easy release when shifting				
August	September	October	November	December	January	February	March	April	May					
Pitch/Intonation					Pitch/Intonation									
Student will review and reinforce tuning to 4th/5th using the following methods:					Student will review and reinforce tuning to 4th/5th using the following methods:									
tuning across the orchestra					tuning across the orchestra									
listening and tuning to intervals on personal instrument					listening and tuning to intervals on personal instrument									
Student continues to perform with good intonation within the section					Student continues to perform with good intonation within the section									
Student continues to perform with good intonation across the sections					Student continues to perform with good intonation across the sections									
Student is able to hear bottom open string of octave ring when top octave note is played					Student is able to hear bottom open string of octave ring when top octave note is played									
Student is proficient in tuning his/her own instrument with the fine tuners.					Student is proficient in tuning his/her own instrument with the fine tuners.									
Celli/Bass learn and use harmonic tuning					Celli/Bass learn and use harmonic tuning									
Students learn to tune using the pegs					Students learn to tune using the pegs									
					Students are able to refine and center pitch using a drone.									
August	September	October	November	December	January	February	March	April	May					
Tone					Tone					Tone				
Student understands bow Placement/					Student understands bow Placement/					Student understands bow Placement/				
Speed/Weight and can use these elements for					Speed/Weight and can use these elements for					Speed/Weight and can use these elements for				

artistic enhancement.
 Student's left fingers are placed on the fingerboard for best tone production.
 Student is able to use basic vibrato to enhance tone
 Student is able to match tone quality with others
 Student can use more advanced fingerings/position work to enhance tone quality/musical phrasing.
 Students will learn and perform different pizzicato techniques:
 circle motion/reverberation
 side of finger/piano; pianissimo
 Bartok

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 vibrato during pizzicato
 Student uses artistic vibrato routinely

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Form/Pattern

Students will be able to identify and perform all previously learned patterns and forms.
 Students will learn and perform Renaissance Dance form
 Students will learn and be able to identify the following compositional techniques:
 Monophony
 Homophony
 Polyphony
 Contrapuntal

Students will be able to identify and perform all previously learned patterns and forms.
 Students will learn and perform Renaissance Dance form
 Students will learn and perform:
 Sonata Allegro form
 Rondo form
 Free Form or Through Composed form
 Students will learn and be able to identify the following compositional techniques:
 Monophony
 Homophony
 Polyphony
 Contrapuntal

Ensemble

Concert etiquette
 Correct style/
 historical period
 Continue to watch section leaders and match style/bow use/dynamics.
 Student can analyze the role(s) their section performs in each piece.
 Student can listen and adjust pitch within the section.
 Student is sensitive to balance and blend within the section/group.
 Student can work independently or in small groups.
 Student can follow and take direction from a section leader
 Student can follow and interpret more complex conductor cues, beat patterns, tempo changes and expressive gestures.

Students attain an individual and group awareness of balance and blend
 Students continue to work towards performances with correct historical styles
 Students watch section leaders, matching style/bow use and dynamics
 Students can work independently or in small groups and achieve a stated goal
 Students can follow and take direction from a section leader
 Students will assume an appropriate sense of responsibility and loyalty towards his/her section and the ensemble.
 Students will be able to follow and interpret increasingly difficult levels of conductor cues, beat patterns, tempo changes, expressive gestures and stylistic contrasts.

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Evaluation

Students will be able to compare/contrast Students will be able to compare/contrast

individual, section, and ensemble performances using expanded orchestra terminology
Students make self corrections based on their evaluations
Students continue to learn and use specific practice strategies
Students continue to refine and use practice strategies.

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Students continue to learn and use specific practice strategies
Students continue to refine and use practice strategies.

Students will be able to recognize the differences in interpretation and compare/contrast them.

Improvisation

Improvise simple melody using pentatonic scale against a bordun.
Improvise variations on a simple folk song
Students will be able to improvise over a I IV V I chord structure.

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Students will be able to improvise within selected modes

History/Interdisc.

Students will continue to make connections with other disciplines
Students will continue to set goals, and implement them
Students will learn and be able to demonstrate a basic knowledge of physics as it relates to stringed instruments.
Students will be able to identify the correct historical period of their performance literature.
Students will develop in their ability to be comfortable with leadership positions.

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Students will be able to practice and successfully use conflict resolution techniques.

Expressive/Artistic

Students will continue to perform with increasing amounts of musical expression
Students can use vibrato/shifts expressively
Students can coordinate LH and RH to match articulations and style
Students can perform with a characteristic tone at all dynamic levels

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Students can coordinate LH and RH to match articulations and style
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Student can independently interpret and perform selections while applying the appropriate dynamic levels, tempo and timbre.

Student will perform with consistently good timbre at all dynamic levels.