

**String Orchestra Curriculum: grades 4-12**  
**Bexley City Schools**  
**Revised 2013-14**

**Ohio State Standards Abbreviations Key:**  
**HSC: Historical, Cultural and Social Contexts**  
**CED; Creative Expression and Communication**  
**VM/AR: Valuing Music/Aesthetic Reflection**  
**CRA: Connections, Relationships and Applications**

Grade Level	Duration	Intonation/Melody, Harmony, Tonality
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes</li> <li>➤ Rests: Students and read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> <li>Time Signature               <ul style="list-style-type: none"> <li>➤ Students can read and perform in the following time signatures: 4/4, C, 3/4, 2/4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student has an emerging understanding of pitch adjustment.</li> <li>➤ Student has an emerging understanding of good intonation across the sections.</li> </ul> <p>Students are able to read and perform the following pitches with correct intonation on their instruments.</p> <ul style="list-style-type: none"> <li>➤ Violin:               <ul style="list-style-type: none"> <li>G string: G, A, B, C</li> <li>D string: D, E, F, F#, G, A</li> <li>A string: A, B, C, C#, D, E</li> <li>E string: E, F#</li> </ul> </li> <li>➤ Viola:               <ul style="list-style-type: none"> <li>G string: C, A, B, C</li> <li>D string: D, E, F, F#, G, A</li> <li>A string: A, B, C, C#, D, E</li> </ul> </li> <li>➤ Cello:               <ul style="list-style-type: none"> <li>G string: G, A, B, C</li> <li>D string: D, E, F, F#, G</li> <li>A string: A, B, C, C#, D</li> </ul> </li> <li>➤ Bass:               <ul style="list-style-type: none"> <li>E string: E, F#, G</li> <li>A string: A, B, C, C#</li> <li>D string: D, E, F, F#, III pos. G, A</li> <li>G string: G, A, B, III pos. C, C#, D</li> </ul> </li> </ul>
AC Standards	CEC: B5	CEC: B6,7



Grade Level	Duration	Intonation/Melody, Harmony, Tonality
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes               <ul style="list-style-type: none"> <li>➤ Rests: Students and read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> </ul> </li> <li>Students can read and perform in the following time signatures: 4/4, C, 3/4, 2/4</li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ Added note values: dotted quarter/eighth notes and rhythms</li> <li>➤ Students can read, count and perform up beats.</li> <li>➤ Students can synchronize their performance of rhythmic motives within their section.</li> <li>➤ Students can synchronize the performance of their sections' rhythm to the other sections of the orchestra.</li> <li>➤ Students can read and perform DC/DS and Coda</li> <li>➤ Student can read and perform repeat signs with first/second endings and recognize the final bar.</li> <li>➤ Student can read and perform tied notes.</li> <li>➤ Students can read and accurately perform D, G, C, major one octave scales</li> <li>➤ Students can read and perform a Fermata</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Student is working to hear perfect 4ths/5ths as instrument is tuned.</li> <li>➤ Student knows and can perform finger patterns in C, D, G Major.</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> </ul> <p>Students know the notation and fingerings for the following notes on their orchestra instruments:</p> <ul style="list-style-type: none"> <li>➤ Violin:           <ul style="list-style-type: none"> <li>G string: G, A, B, C, C#, D</li> <li>D string: D, E, F, F#, G, G#, A</li> <li>A string: A, Bb, B, C, C#, D, E</li> <li>E string: E, F, F#, G, G#, A, B</li> </ul> </li> <li>➤ Viola:           <ul style="list-style-type: none"> <li>C string: C, D, E, F, F#, G</li> <li>G string: G, A, Bb, B, C, C#, D</li> <li>D string: D, E, F, F#, G, G#, A</li> <li>A string: A, Bb, B, C, C#, D, E</li> </ul> </li> <li>➤ Cello:           <ul style="list-style-type: none"> <li>C string: C, D, E, F, F#</li> <li>G string: G, A, B, C, C#</li> <li>D string: D, E, F, F#, G, G#</li> <li>A string: A, Bb, B, C, C#, D</li> </ul> </li> <li>➤ Bass:           <ul style="list-style-type: none"> <li>E string: E, F#, G, G#</li> <li>A string: A, Bb, B, C, C#</li> <li>D string: D, E, F, F#, III pos. G, A</li> <li>G string: G, G#, A, Bb, B, III pos. C, C#, D</li> </ul> </li> </ul>
AC Standards	CEC: B6, B7, C8	CEC: B6, A2 AR: C6

Grade Level	Duration	Intonation/Melody, Harmony, Tonality
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Compound meters: 6/8, 9/8, 12/8</li> <li>Triplet</li> <li>➤ Students can internalize the beat</li> <li>➤ <b>Student understands and is able to perform using internal subdivision.</b></li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes               <ul style="list-style-type: none"> <li>➤ Rests: Students can read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> <li>➤ Students can read and perform in the following time signatures: 4/4, C, ¾, 2/4, <b>6/8</b></li> <li>➤ <b>Students can read and perform eighth note triplets.</b></li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ Added note values: dotted quarter/eighth notes and rhythms</li> <li>➤ Students can read, count and perform up beats.</li> <li>➤ Students can synchronize their performance of rhythmic motives within their section.</li> <li>➤ Students can synchronize the performance of their sections' rhythm to the other sections of the orchestra.</li> <li>➤ Student can read and perform tied notes.</li> <li>➤ Students can read and perform a Fermata</li> <li>➤ Student can read and perform repeat signs with first/second endings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Student is working to hear perfect 4ths/5ths as instrument is tuned.</li> <li>➤ Student knows and can perform finger patterns in C, D, G, <b>F</b> Major.</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> </ul> <p><b>Students can read and perform the following one octave scales: D, C, G, F Major</b></p> <p><b>Students know the notation and fingerings for the following notes on their orchestra instruments:</b></p> <ul style="list-style-type: none"> <li>➤ Violin           <ul style="list-style-type: none"> <li>G string: G, <b>G#</b>, A, <b>Bb</b>, B, C, C#, D</li> <li>D string: D, <b>D#</b>, E, F, F#, G, G#, A</li> <li>A string: A, Bb, B, C, C#, D, <b>D#</b>, E</li> <li>E string: E, F, F#, G, G#, A, <b>Bb</b>, B</li> </ul> </li> <li>➤ Viola:           <ul style="list-style-type: none"> <li>C string: C, <b>C#</b>, D, <b>Eb</b>, E, F, F#, G</li> <li>G string: G, <b>G#</b>, A, Bb, B, C, C#, D</li> <li>D string: D, <b>Eb</b>, E, F, F#, G, G#, A</li> <li>A string: A, Bb, B, C, C#, D, <b>D#</b>, E</li> </ul> </li> <li>➤ Cello:           <ul style="list-style-type: none"> <li>C string: C, <b>C#</b>, D, <b>Eb</b>, E, F, F#</li> <li>G string: G, <b>G#</b>, A, <b>Bb</b>, B, C, C#</li> <li>D string: D, <b>Eb</b>, E, F, F#, G, G#</li> <li>A string: A, Bb, B, C, C#, D, E</li> </ul> </li> <li>➤ Bass:           <ul style="list-style-type: none"> <li>E string: E, <b>F</b>, F#, G, G#</li> <li>A string: A, Bb, B, C, C#</li> <li>D string: D, <b>Eb</b>, E, F, F#, III pos. G, A</li> <li>G string: G, G#, A, Bb, B, III pos. C, C#, D, <b>E</b></li> </ul> </li> </ul>
AC Standards	CEC: B6,7	CEC: A1, 2, B6

Grade Level	Tone	Structure	Style/Articulation
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Student is able to place left fingers on fingerboard for best tone. Knuckles bent and straight wrist.</li> <li>➤ Student is able to demonstrate and explain basic concepts of bow placement/speed/pressure</li> <li>➤ Student is able to demonstrate and explain the basic concept of how tone affects intonation.</li> <li>➤ Student has an emerging ability to listen to another player's tone and determine what is correct/incorrect</li> </ul>	<p>Student is able to listen to and identify the following concepts:</p> <ul style="list-style-type: none"> <li>➤ Same, different, and similar melodic passages</li> </ul> <p>Students can read and perform the following musical signs:</p> <ul style="list-style-type: none"> <li>➤ Repeat Sign</li> <li>➤ Final Bar</li> </ul> <p>Student can identify and perform the following forms:</p> <ul style="list-style-type: none"> <li>➤ AB form</li> <li>➤ ABA form</li> </ul> <p>Student can improvise using special effects in response to teacher special effects.</p> <p>Student can improvise rhythm patterns on known notes using words/names.</p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ Can read and perform simple slurs</li> <li>➤ Can read and perform staccato</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Can read and perform simple dynamic changes; p-f</li> </ul>
AC Standards	CEC: A3	HCS: A1 AR: A3	HCS: B3,4
Grade Level	Tone	Structure	Style/Articulation
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Student is able to place left fingers on fingerboard for best tone. Knuckles bent and straight wrist.</li> <li>➤ Student is able to demonstrate and explain basic concepts of bow placement/speed/pressure</li> <li>➤ Student is able to demonstrate and explain the basic concept of how tone affects intonation.</li> <li>➤ Student has an emerging ability to listen to another player's tone and determine what is correct/incorrect</li> <li>➤ Student continues to refine and apply concepts of bow Placement/Speed/Pressure</li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying dynamic levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> </ul>	<p>Student is able to listen to and identify the following concepts:</p> <ul style="list-style-type: none"> <li>➤ Same, different, and similar melodic passages</li> </ul> <p>Students can read and perform the following musical signs:</p> <ul style="list-style-type: none"> <li>➤ Repeat Sign</li> <li>➤ Final Bar</li> </ul> <p>Student can identify and perform the following forms:</p> <ul style="list-style-type: none"> <li>➤ AB form</li> <li>➤ ABA form</li> <li>➤ Theme/Variations</li> </ul> <p>Student can improvise "questions and answers"</p> <p>Student can improvise using special effects in response to teacher special effects.</p> <p>Student can improvise rhythm patterns on known notes using words/names</p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ Can read and perform simple slurs</li> <li>➤ Can read and perform staccato</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Can read and perform simple dynamic changes; p-f</li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> </ul>
AC Standards	CEC: A1	A/R: A1,2	HCS: A1, C4

Grade Level	Tone	Structure	Style/Articulation
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Student continues to refine and apply concepts of bow Placement/Speed/Pressure</li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying dynamic levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> </ul>	<p>Student is able to listen to and identify the following concepts:</p> <ul style="list-style-type: none"> <li>➤ Same, different, and similar melodic passages</li> </ul> <p>Students can read and perform the following musical signs:</p> <ul style="list-style-type: none"> <li>➤ Repeat Sign</li> <li>➤ Final Bar</li> <li>➤ <b>Del signo</b></li> <li>➤ <b>De Capo</b></li> </ul> <p>Student can identify and perform the following forms:</p> <ul style="list-style-type: none"> <li>➤ AB form</li> <li>➤ ABA form</li> <li>➤ <b>Theme/Variations</b></li> <li>➤ <b>Fiddle Tune</b></li> <li>➤ <b>Students can improvise using the pentatonic scale against a D/A drone.</b></li> <li>➤ Student can improvise “questions and answers”</li> <li>➤ Student can improvise using special effects in response to teacher special effects.</li> </ul> <p>Student can improvise rhythm patterns on known notes using words/names</p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ <b>Can read and perform slurs from 2-4 notes with correct rhythm.</b></li> <li>➤ Can read and perform staccato</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Can read and perform simple dynamic changes; p-f.</li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> <li>➤ <b>Student will learn how to read and produce sfz.</b></li> <li>➤ <b>Student will be able to shape phrases with simple dynamic variation.</b></li> </ul>
	CEC: A1	CEC: B4	HCS: A 2, 3 C4

Grade Level	Evaluation	Technique	Ensemble
4 <sup>th</sup> Grade	<p>Students are able to listen to and evaluate tone, position and intonation in the following circumstances.</p> <ul style="list-style-type: none"> <li>-desired tone produced by teacher modeling.</li> <li>-desired tone produced by student modeling</li> <li>-their own performance</li> <li>-the performance of the group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student shows an awareness of good posture/position</li> <li>➤ Student can perform with appropriate bowgrip.</li> <li>➤ Student is able to perform string changes successfully</li> <li>➤ Student shows awareness of proper bow placement perpendicular to the strings.</li> <li>➤ Student knows basic age appropriate practice techniques</li> <li>➤ Students know and can demonstrate rest position/ready-rest when appropriate.</li> <li>➤ Basses: are able to shift to III position</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can listen and stay with the rest of the group while playing in unison</li> <li>➤ Student is able to recognize the melody.</li> <li>➤ Student can perform a simple round with other players.</li> <li>➤ Student knows and can demonstrate simple concert etiquette.</li> <li>➤ Student assists in building a positive group identity.</li> </ul>
AC Standards	AR: C6		CEC: A3 VM/AR: B3
Grade Level	Evaluation	Technique	Ensemble
5 <sup>th</sup> Grade	<p>Students are able to listen to and evaluate tone, position and intonation in the following circumstances:</p> <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> <p>Student is able to evaluate problem elements in their own performance and in the performances of others.</p>	<p>Students can execute the following extensions by rote:</p> <p>Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings.</p> <p>Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings.</p> <p>Cello: Forward/backward extension on all strings</p> <p>Bass: Half Position III position</p> <ul style="list-style-type: none"> <li>➤ Students can read and perform simple double stops: one open, one fingered string</li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ Students continue to refine good LH and RH positions with good bowgrip/flexible fingers.</li> <li>➤ Students continue to reinforce good posture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ Student is able to watch and follow simple conductor cues.</li> <li>➤ Student continues to contribute towards positive orchestra attitude within the group.</li> </ul>
AC Standards	VM/AR: C5,6		CEC: A1,2,3 VM/AR: A1

Grade Level	Evaluation	Technique	Ensemble
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ <b>Students can listen to and evaluate the performances of other ensembles.</b></li> <li>➤ Student is able to evaluate problem elements in their own performance and in the performances of others.</li> <li>➤ Students are able to listen to and evaluate tone, position and intonation in the following circumstances:               <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can execute the following extensions by rote <b>and note identification</b>: Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings. <b>Low 4<sup>th</sup> finger on E string.</b> Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings. Cello: Forward/backward extension on all strings. <b>Shift to II position on C string.</b> Bass: Half and III Position, <b>IV position on G string.</b></li> <li>➤ Students can read and perform simple double stops: one open, one fingered string</li> <li>➤ <b>Students can find their 1<sup>st</sup> harmonics (halfway point) on all strings and produce a harmonic with straight bow and good tone.</b></li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ Students continue to refine good LH and RH positions with good bowgrip/flexible fingers.</li> <li>➤ <b>Students continue to work towards greater flexibility in the bow hand and arm.</b></li> <li>➤ Students continue to perform with good posture.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Students begin the awareness of correct period styles and work to produce them.</b></li> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ Student is able to watch and follow simple conductor cues.</li> </ul> <p>Student continues to contribute towards positive orchestra attitude within the group.</p>
AC Standards	VM/AR: C5		CEC: A1,2,3 VM/AR: A1,2

<b>Grade Level</b>	<b>Connections/Reflections</b>	<b>Expressive Qualities</b>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> </ul>	
AC Standards	<b>CRA: A3</b> <b>HCS: B3, 4, C5</b>	
<b>Grade Level</b>	<b>Connections/Reflections</b>	<b>Expressive Qualities</b>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> </ul>	
AC Standards	<b>CRA: A3, B4</b> <b>HCS: B3, 4, C5</b>	
<b>Grade Level</b>	<b>Connections/Reflections</b>	<b>Expressive Qualities</b>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Students can alter tone by modifying bow technique (weight, angle, placement and speed)</b></li> <li>➤ <b>Students accurately perform all baseline articulations.</b></li> </ul>
AC Standards	<b>CRA: A1,2, C5 CEC: A1, B6</b> <b>HCS: B3, 4</b>	<b>CEC: A2</b>



Grade Level	Duration	Intonation/Melody, Harmony, Tonality
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Student understands and is able to perform using internal subdivision.</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes               <ul style="list-style-type: none"> <li>➤ Rests: Students can read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> </ul> </li> <li>➤ Students can read and perform in the following time signatures: 4/4, C, 3/4, 2/4, 6/8, <b>9/8</b></li> <li>➤ <b>Students can read and perform simple time changes while maintaining tempo.</b></li> <li>➤ Students can read and perform eighth note triplets <b>while maintaining a steady tempo</b></li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ <b>Added note/rest values: dotted eighth to 16<sup>th</sup>; 16<sup>th</sup> to dotted eighth</b></li> <li>➤ <b>Students can read, count and perform up beats.</b></li> <li>➤ <b>Students can recognize written syncopation and perform it correctly</b></li> <li>➤ Students can synchronize their performance of rhythmic motives within their section.</li> <li>➤ Students can synchronize the performance of their sections' rhythm to the other sections of the orchestra.</li> <li>➤ <b>Understand and perform un-notated Coda</b></li> <li>➤ <b>Read and perform hash marks crossing note stems; note division and tremolo</b></li> <li>➤ <b>Read and perform divisi</b></li> <li>➤ <b>Read and perform music written in upper/lower ledger lines, as learned.</b></li> <li>➤ <b>Read and perform key changes, altering finger patterns appropriately.</b></li> <li><b>Students continue to be able to read and perform the following music notation:</b> <ul style="list-style-type: none"> <li>➤ Final Bar</li> <li>➤ Repeat Sign</li> <li>➤ Time Signature</li> <li>➤ Fermata</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> <li>➤ Students can read and perform DC/DS and Coda</li> <li>➤ Student can read and perform repeat signs with first/second endings</li> <li>➤ Student can read and perform tied notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ <b>Student will be able to change simple melodies from major to minor by ear.</b></li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Student is working to hear perfect 4ths/5ths as instrument is tuned.</li> <li>➤ <b>Student will learn to tune his/her own instrument with the use of a tuner/app.</b></li> <li>➤ <b>Student will use fine tuners to adjust their tuning</b></li> <li>➤ Student knows and can perform finger patterns in C, D, G, F, Bb, Major.</li> <li>➤ <b>Student knows and can perform finger patterns in a, e, d, g, b melodic minor scales.</b></li> </ul> <p><b>Students are able to read, finger and perform the following notes:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Violin</b> G string: G, G#, A, Bb, B, C, C#, D D string: D, D#, E, F, F#, G, G#, <b>Ab, A, Bb, B, C</b> A string: A, Bb, B, C, C#, D, D#, E, F, F#, G, G# E string: E, F, F#, G, G#, A, Bb, B, <b>C, C#, D</b></li> <li>➤ <b>Viola:</b> C string: C, C#, D, Eb, E, F, F#, G G string: G, G#, A, Bb, B, C, C#, D D string: D, Eb, E, F, F#, G, G#, <b>Ab, A, Bb, B, C, C#</b> A string: A, Bb, B, C, C#, D, D#, <b>Eb, E, F, F#, G</b></li> <li>➤ <b>Cello:</b> C string: C, C#, D, Eb, E, F, F# G string: G, G#, A, Bb, B, C, C# D string: D, Eb, E, F, F#, G, G#, <b>Ab, B, C, C#, D</b> A string: A, Bb, B, C, C#, D, D#, <b>Eb, E, F, F#, G, A</b></li> <li>➤ <b>Bass:</b> E string: E, F, F#, G, G# A string: A, Bb, B, C, C# D string: D, Eb, E, F, F#, III pos. G, A G string: G, G#, A, Bb, B, III pos. C, C#, D, E</li> <li>➤ <b>Students are able to read and perform one octave scales in the following keys:</b> C, G, D, <b>F, Bb Major; A, e, d, g, b melodic minor</b></li> </ul>
AC standards	CEC: C8	CEC: C9


Grade Level	Duration	Intonation/Melody, Harmony, Tonality
<p><b>8<sup>th</sup> Grade</b></p>	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Student understands and is able to perform using internal subdivision.</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes <ul style="list-style-type: none"> <li>➤ Rests: Students can read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> <li>➤ Student can read and perform tied notes.</li> <li>➤ Students can read and perform in the following time signatures: 4/4, C, 3/4, 2/4, 6/8, 9/8, 12/8, 5/4, 7/8</li> <li>➤ Students can read and perform simple time changes while maintaining tempo.</li> <li>➤ Students can read and perform eighth note triplets while maintaining a steady tempo</li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ Added note/rest values: dotted eighth to 16<sup>th</sup>; 16<sup>th</sup> to dotted eighth, <b>compound dotted rhythms, 32<sup>nd</sup> notes.</b></li> <li>➤ Students can read, count and perform up beats.</li> <li>➤ Students can recognize written syncopation and perform it correctly</li> <li>➤ Students can synchronize their performance of rhythmic motives within their section.</li> <li>➤ Students can synchronize the performance of their sections' rhythm to the other sections of the orchestra</li> <li>➤ Read and perform hash marks crossing note stems; note division and tremolo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student will be able to change simple melodies from major to minor by ear.</li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> <li>➤ <b>Students will review and reinforce tuning to perfect 4<sup>th</sup>/5ths using the following methods: tuning across the orchestra, and tuning their personal instrument.</b></li> <li>➤ <b>Student is able to hear bottom open string of octave when top note is played and adjust the pitch.</b></li> <li>➤ <b>Read and perform simple tenor clef passages (cello/bass and treble clef (viola)</b></li> <li>➤ <b>Read and perform music written on upper ledger lines (violin)</b></li> <li>➤ Student will learn to tune his/her own instrument with the use of a tuner/app.</li> <li>➤ <b>Student is proficient in tuning his/her instrument with fine tuners.</b></li> <li>➤ Student knows and can perform finger patterns/one octave scales in C, D, G, F, Bb, Eb A Major.</li> <li>➤ Student knows and can perform finger patterns /one octave scales in a, e, d, g, b, c, f# melodic minor scales.:</li> </ul> <p>Students will be able to read, finger, and perform the following pitches:</p> <ul style="list-style-type: none"> <li>➤ <b>Violin</b>  G string: G, G#, A, Bb, B, C, C#, D  D string: D, D#, E, F, F#, G, G#, Ab, A, Bb, B, C  A string: A, Bb, B, C, C#, D, D#, E, F, F#, G, G#  E string: E, F, F#, G, G#, A, Bb, B, C, C#, D</li> <li>➤ <b>Viola:</b>  C string: C, C#, D, Eb, E, F, F#, G  G string: G, G#, A, Bb, B, C, C#, D  D string: D, Eb, E, F, F#, G, G#, Ab, A, Bb, B, C, C#  A string: A, Bb, B, C, C#, D, D#, Eb, E, F, F#, G</li> <li>➤ <b>Cello:</b>  C string: C, C#, D, Eb, E, F, F#  G string: G, G#, A, Bb, B, C, C#  D string: D, Eb, E, F, F#, G, G#, Ab, B, C, C#, D  A string: A, Bb, B, C, C#, D, D#, Eb, E, F, F#, G, A</li> <li>➤ <b>Bass:</b>  E string: E, F, F#, G, G#  A string: A, Bb, B, C, C#  D string: D, Eb, E, F, F#, III pos. G, A  G string: G, G#, A, Bb, B, III pos. C, C#, D, E</li> </ul>
	<p><b>CEC: B6</b></p>	<p><b>CEC: B7, C1, 2, 6, 7, 9</b></p>

Grade Level	Tone District	Structure	Style/Articulation
<p>7th Grade</p>	<ul style="list-style-type: none"> <li>➤ Student continues to refine and apply concepts of bow Placement/Speed/Pressure</li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying dynamic levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> <li>➤ <b>Student will begin to understand how to blend sound within the section.</b></li> <li>➤ <b>Student understands and can perform the correct technique(s) for clear pizzicato articulation.</b></li> <li>➤ <b>Student will learn and be able to perform pizzicato with technique appropriate to the style of the piece.</b></li> <li>➤ <b>Student will be able to maintain good tone quality in all dynamic levels using appropriate RH/LH techniques.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can recognize and perform the following form commands: <ul style="list-style-type: none"> <li>Del Signo</li> <li>Da Capo</li> </ul> </li> <li>➤ Student can identify and perform the following forms: <ul style="list-style-type: none"> <li>Fiddle Tune</li> <li>Theme/Variations</li> <li>ABA</li> <li>AB</li> <li><b>Rondo</b></li> <li><b>Minuet and Trio</b></li> </ul> </li> <li>➤ <b>Students will be able to identify who has the melody/accompaniment and adjust volume/style accordingly</b></li> <li>➤ Understand and perform un-notated Coda</li> <li>➤ Final Bar</li> <li>➤ Repeat Sign</li> <li>➤ Time Signature</li> <li>➤ Fermata</li> <li>➤ Students can read and perform DC/DS and Coda</li> <li>➤ Student can read and perform repeat signs with first/second endings</li> <li>➤ Students can improvise using the pentatonic scale against a D/A drone.</li> <li>➤ Student can improvise “questions and answers”</li> <li>➤ Student can improvise using special effects in response to teacher special effects.</li> <li>➤ Student can improvise rhythm patterns on known notes using words/names</li> <li>➤ <b>Students will be able to improvise upon a simple folk song.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ <b>Can read and perform slurs from 2-8 notes with correct rhythm.</b></li> <li>➤ Can read and perform staccato</li> <li>➤ <b>Student will be able to read and perform multiple staccato notes within the same bow.</b></li> <li>➤ <b>Student can read and perform simple spiccato, loure and martele bowing styles.</b></li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Can read and perform simple dynamic changes; p-f.</li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ <b>Student will be able to alter bow technique to produce dynamic changes using pressure, speed and placement.</b></li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> <li>➤ Student will learn how to read and produce sfz.</li> <li>➤ Student will be able to shape phrases with simple dynamic variation.</li> <li>➤ <b>Student will be able to recognize differences between Baroque and Classical styles and are able to produce them on the instrument.</b></li> <li>➤ Read and perform divisi</li> </ul>
AC Standards	CEC: A1, A2	CEC: B5,6 HCS; A2	HCS: A2, B4, C5

Grade Level	Tone District	Structure	Style/Articulation
<p>8<sup>th</sup> Grade</p>	<ul style="list-style-type: none"> <li>➤ <b>Student understands the concepts of bow Placement/Speed/Pressure and can use these elements to perform with sensitivity and musicality.</b></li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying dynamic levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> <li>➤ <b>Students begin to use more advanced fingerings and position work to enhance tone quality/musical phrasing.</b></li> <li>➤ Student will begin to understand how to blend sound within the section.</li> <li>➤ <b>Student is able to match tone quality to other sections.</b></li> <li>➤ Student will learn and be able to perform pizzicato with technique appropriate to the style of the piece.</li> <li>➤ Student will be able to maintain good tone quality in all dynamic levels using appropriate RH/LH techniques.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can recognize and perform the following form commands: <ul style="list-style-type: none"> <li>Del Signo</li> <li>Da Capo</li> </ul> </li> <li>➤ Student can identify and perform the following forms: <ul style="list-style-type: none"> <li>Fiddle Tune</li> <li>Theme/Variations</li> <li>ABA</li> <li>AB</li> <li>Rondo</li> <li>Minuet and Trio</li> <li><b>Fugue</b></li> <li><b>12 Bar Blues</b></li> <li><b>Exposition and Development</b></li> </ul> </li> <li>➤ Students will be able to identify who has the melody/accompaniment and adjust volume/style accordingly</li> <li>➤ Students can improvise using the pentatonic scale against a D/A drone.</li> <li>➤ Student can improvise “questions and answers”</li> <li>➤ Student can improvise using special effects in response to teacher special effects.</li> <li>➤ Student can improvise rhythm patterns on known notes using words/names</li> <li>➤ Students will be able to improvise upon a simple folk song.</li> </ul> <p><b>Students will be able to improvise over a I-IV-V-I chord structure.</b></p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ Can read and perform slurs from 2-8 notes with correct rhythm.</li> <li>➤ Can read and perform staccato</li> <li>➤ Student will be able to read and perform multiple staccato notes within the same bow.</li> <li>➤ Student can read and perform simple spiccato, loure and marteles bowing styles.</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ <b>Students can read and swiftly perform multiple dynamic changes.</b></li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ Student will be able to alter bow technique to produce dynamic changes using pressure, speed and placement.</li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> <li>➤ Student will learn how to read and produce sfz.</li> <li>➤ <b>Students will be able to read and perform tremolo/col legno.</b></li> <li>➤ Student will be able to shape phrases with simple dynamic variation.</li> <li>➤ Student will be able to recognize differences between Baroque, Classical, <b>Romantic, and Contemporary</b> styles and are able to produce them on the instrument.</li> </ul>
AC Standards	CEC: A1, A2	CEC: B5, 6 HCS: A2	HCS: A2, B4, C5

Level	Technique	Ensemble	
7th <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ <b>Students are able to identify correct/incorrect elements in their own personal performance and develop strategies to enhance/correct them.</b></li> <li>➤ <b>Students are able to identify correct/incorrect elements in their sections' performance and develop strategies to enhance/correct them.</b></li> <li>➤ <b>Students are able to identify correct/incorrect elements in their ensemble's performance and develop strategies to enhance/correct them.</b></li> <li>➤ Students can listen to and evaluate the performances of other ensembles.</li> <li>➤ Student is able to evaluate problem elements in their own performance and in the performances of others.</li> <li>➤ Students are able to listen to and evaluate tone, position and intonation in the following circumstances:               <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can execute the following extensions/positions by rote and note identification:                Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings. Low 4<sup>th</sup> finger on E string. <b>III position, D/A/E strings</b>                Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings. <b>III position, G/D/A strings</b>                Cello: Forward/backward extension on all strings. <b>Shift to II/III position on G, D, A strings.</b>                Bass: Half Position, IV position on G string.</li> <li>➤ Students can read and perform simple double stops: one open, one fingered string</li> <li>➤ <b>Students will be able to learn and perform simple alternate fingerings.</b></li> <li>➤ Students can find their 1<sup>st</sup> harmonics (halfway point) on all strings and produce a harmonic with straight bow and good tone.</li> <li>➤ <b>Students will be able to read and perform simple harmonics when notated.</b></li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ Students continue to refine good LH and RH positions with good bowgrip/flexible fingers.</li> <li>➤ Students continue to work towards greater flexibility in the bow hand and arm.</li> <li>➤ <b>Students will continue to refine bow use and work towards hand/finger flexibility.</b></li> <li>➤ Students continue to perform with good posture.</li> <li>➤ <b>Students will begin to build muscle memory of vibrato technique.</b></li> <li>➤ <b>Students will learn and utilize simple practice techniques.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students begin the awareness of correct period styles and work to produce them.</li> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ Student is able to watch and follow simple conductor cues.</li> <li>➤ Student continues to contribute towards positive orchestra attitude within the group</li> <li>➤ <b>Students will learn to listen for individual balance/blend within the section.</b></li> <li>➤ <b>Students will be able to listen and adjust pitch within the ensemble.</b></li> <li>➤ <b>Students will begin to watch and match bow use with the rest of the ensemble.</b></li> <li>➤ <b>Students will be able to analyze the role each section performs for each piece of music.</b></li> <li>➤ <b>Students will develop the ability to watch the conductor and respond to style, tempo and mood changes.</b></li> <li>➤ <b>Students will continue to match correct style/historical period with performance practice.</b></li> <li>➤ <b>Students will work towards unification of orchestra members from different elementary schools and build orchestra pride.</b></li> </ul>
AC Standards	<b>AR: C4</b>	<b>CEC: A1, 2</b>	<b>CEC: A1,2,3</b>

Grade Level	Evaluation	Technique	Ensemble
8th <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students are able to identify correct/incorrect elements in their own personal performance and develop strategies to enhance/correct them.</li> <li>➤ Students are able to identify correct/incorrect elements in their sections' performance and develop strategies to enhance/correct them.</li> <li>➤ Students are able to identify correct/incorrect elements in their ensemble's performance and develop strategies to enhance/correct them.</li> <li>➤ <b>Students will be able to compare and contrast outside ensemble performances using appropriate terminology.</b></li> <li>➤ <b>Students will be able to evaluate individual, section and ensemble performances using appropriate terminology.</b></li> <li>➤ Student is able to evaluate problem elements in their own performance and in the performances of others.</li> <li>➤ Students are able to listen to and evaluate tone, position and intonation in the following circumstances:               <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can execute the following extensions/positions by rote and note identification: Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings. Low 4<sup>th</sup> finger on E string. <b>II/III/IV/V</b> position,/D/A/E strings; I-III on G string. Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings. <b>II/III/IV/V</b> position, G/D/A strings. I-III on C string. Cello: Forward/backward extension on all strings. Shift to <b>II/III/IV/V/VI</b> position on G, D, A strings. I-IV on C string Bass: Half Position, ½, <b>II/IV/V/VI positions on all strings.</b></li> <li>➤ <b>Students can read and perform two fingered double stops</b></li> <li>➤ Students will be able to learn and perform simple alternate fingerings.</li> <li>➤ Students can find their 1<sup>st</sup> harmonics (halfway point) on all strings and produce a harmonic with straight bow and good tone.</li> <li>➤ Students will be able to read and perform simple harmonics when notated.</li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ <b>Student is able to perform daily with correct LH and RH positions and with good bowgrip/flexible fingers.</b></li> <li>➤ Students continue to work towards greater flexibility in the bow hand and arm.</li> <li>➤ <b>Students continue to work to extend their ability to vary bow pressure, speed, placement and length to produce tone and musical effects.</b></li> <li>➤ Students will continue to refine bow use and work towards hand/finger flexibility.</li> <li>➤ Students continue to perform with good posture.</li> <li>➤ <b>Students will acquire the basics of a balanced, relaxed vibrato</b></li> <li>➤ <b>Students will be able to name and utilize multiple practice techniques and strategies.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students begin the awareness of correct period styles and work to produce them.</li> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ <b>Student is able to watch and respond to multiple conductor cues and expressive gestures .</b></li> <li>➤ Student continues to contribute towards positive orchestra attitude within the group</li> <li>➤ Students will learn to listen for individual balance/blend within the section.</li> <li>➤ Students will be able to listen and adjust pitch within the ensemble.</li> <li>➤ Students will begin to watch and match bow use with the rest of the ensemble.</li> <li>➤ Students will be able to analyze the role each section performs for each piece of music.</li> <li>➤ Students will develop the ability to watch the conductor and respond to style, tempo and mood changes.</li> <li>➤ Students will continue to match correct style/historical period with performance practice.</li> <li>➤ Students will work towards unification of orchestra members from different elementary schools and build orchestra pride.</li> <li>➤ <b>Students continue to work towards positive consensus/cooperation in small and large groups settings.</b></li> </ul>
AC Standards	<b>AR: C4</b>	<b>CEC: A1,2</b>	<b>CEC: A1,2,3</b>

Grade Level	Connections/Reflections	Expressive Qualities
 <p>Lexie City School District Community of learners becoming productive global citizens and leaders</p> <p>7th Grade</p>	<p>Students are aware of the mathematical relationships of counting rhythms and time signatures.</p> <ul style="list-style-type: none"> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> <li>➤ <b>Students will learn and perform an expanding repertoire of diverse styles of music</b></li> <li>➤ <b>Students will continue to improve their understanding of the role of music in history and literature.</b></li> <li>➤ <b>Students will learn and use the concept of tuning octaves relating tuning to physics and sound waves.</b></li> <li>➤ <b>Students will recognize the mathematical relationships used in the music rhythm/counting/notational system.</b></li> <li>➤ <b>Students will continue to improve their understanding of the connections between movements in art and music.</b></li> <li>➤ <b>Students will work to improve their people skills and interpersonal relationships.</b></li> <li>➤ <b>Students will assume leadership responsibilities when requested by the director.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can alter tone by modifying bow technique (weight, angle, placement and speed)</li> <li>➤ Students accurately perform all baseline articulations.</li> <li>➤ <b>Students will be able to shape phrases with simple dynamic variation.</b></li> <li>➤ <b>Students are able to perform all added articulations fluently as read on the page with good right/left hand technique.</b></li> </ul>
AC Standards	<b>HSC: A2,3 B5</b> <b>VM/AR: A4</b>	<b>VM/AR: C5</b> <b>CEC A1</b>

Grade Level	Connections/Reflections	Expressive Qualities
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> <li>➤ Students will learn and perform an expanding repertoire of diverse styles of music</li> <li>➤ Students will continue to improve their understanding of the role of music in history and literature.</li> <li>➤ Students will learn and use the concept of tuning octaves relating tuning to physics and sound waves.</li> <li>➤ Students will recognize the mathematical relationships used in the music rhythm/counting/notational system.</li> <li>➤ Students will continue to improve their understanding of the connections between movements in art and music.</li> <li>➤ Students will work to improve their people skills and interpersonal relationships.</li> <li>➤ Students will assume leadership responsibilities when requested by the director.</li> <li>➤ <b>Students will be able to identify and classify music according to historical music time period</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can alter tone by modifying bow technique (weight, angle, placement and speed)</li> <li>➤ Students accurately perform all baseline articulations.</li> <li>➤ Students will be able to shape phrases with simple dynamic variation.</li> <li>➤ Students are able to perform all added articulations fluently as read on the page with good right/left hand technique.</li> <li>➤ <b>Students will be able to read and interpret phrases and lines of music with artistic shaping.</b></li> <li>➤ <b>Students will perform with an expanded range of tone, dynamics and color.</b></li> </ul>
AC Standards	<b>HSC: A3, B4</b> <b>VM/AR: A4</b>	<b>VM/AR: B3</b> <b>CEC A1</b>



Grade Level	Duration	Intonation/Melody, Harmony, Tonality
Camerata (9)	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Student understands and is able to perform using internal subdivision.</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes               <ul style="list-style-type: none"> <li>➤ Rests: Students can read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> <li>➤ Students can read and perform in the following time signatures: 4/4, C, 3/4, 2/4, 6/8, 9/8, 12/8, 5/4, 7/8</li> <li>➤ <b>Students will be able to read and perform rhythms written in mixed meter.</b></li> <li>➤ Students can read and perform simple time changes while maintaining tempo.</li> <li>➤ <b>Students can read and perform triplets of any note value while maintaining a steady tempo</b></li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ Added note/rest values: dotted eighth to 16<sup>th</sup>; 16<sup>th</sup> to dotted eighth, compound dotted rhythms, 32<sup>nd</sup> notes.</li> <li>➤ Students can read, count and perform up beats.</li> <li>➤ Students can recognize written syncopation and perform it correctly</li> <li>➤ Students can synchronize their performance of rhythmic motives within their section.</li> <li>➤ Students can synchronize the performance of their sections' rhythm to the other sections of the orchestra</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student will be able to change simple melodies from major to minor by ear.</li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Students will review and reinforce tuning to perfect 4<sup>th</sup>/5ths using the following methods: tuning across the orchestra, and tuning their personal instrument.</li> <li>➤ <b>Celli/Basses will learn and be able to use harmonic tuning procedure</b></li> <li>➤ Student is able to hear bottom open string of octave when top note is played and adjust the pitch.</li> <li>➤ <b>Student will be able to refine and center pitch using a drone.</b></li> <li>➤ Read and perform divisi</li> <li>➤ Read and perform music written in upper/lower ledger lines, as learned.</li> <li>➤ Read and perform simple tenor clef passages (cello/bass and treble clef (viola)</li> <li>➤ Read and perform music written on upper ledger lines (violin)</li> <li>➤ Read and perform key changes, altering finger patterns appropriately.</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> <li>➤</li> <li>➤ Student can read and perform tied notes.</li> <li>➤ Student will learn to tune his/her own instrument with the use of a tuner/app.</li> <li>➤ Student is proficient in tuning his/her instrument with fine tuners.</li> <li>➤ Student knows and can perform finger patterns /scales in C, D, G, F, Bb, Eb A Major.</li> <li>➤ Student knows and can perform finger patterns/scales in a, e, d, g, b, c, f# melodic minor scales.</li> <li>➤ <b>Violin</b></li> <li>G string: Open G to G harmonic IV</li> <li>D string: Open D to F#4</li> <li>A string: Open A to D5</li> <li>E string: Open E to B6</li> <li>➤ <b>Viola:</b></li> <li>C string: Open C to B3</li> <li>G string: Open G to A4</li> <li>D string: Open D to F#5</li> <li>A string: Open A to B6</li> <li>➤ <b>Cello:</b></li> <li>C string: Open C to B2</li> <li>G string: Open G to G 3</li> <li>D string: Open D to D4</li> <li>A string: Open A to C5</li> <li>➤ <b>Bass:</b></li> <li>E string: Open E to E2</li> <li>A string: Open A to A3</li> <li>D string: Open D to D4</li> <li>G string: Open G to B5</li> </ul>
AC Standards	CEC: B9	CEC: B7



Bexley City School District

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Grade Level	City School District	Duration	Intonation/Melody, Harmony, Tonality
Bexley Sinfonia	Community of Learners becoming productive global citizens and leaders	<ul style="list-style-type: none"> <li>➤ Students can internalize the beat</li> <li>➤ Student understands and is able to perform using internal subdivision.</li> <li>➤ Note values: Students can read and perform quarter, 8<sup>th</sup>, half, whole, dotted half notes <ul style="list-style-type: none"> <li>➤ Rests: Students can read and perform Quarter, 8<sup>th</sup>, half, whole rests</li> </ul> </li> <li>➤ Students can read and perform in the following time signatures: 4/4, C, ¾, 2/4, 6/8, 9/8, 12/8, 5/4, 7/8</li> <li>➤ Students will be able to read and perform rhythms written in mixed meter. <ul style="list-style-type: none"> <li>➤ <b>Students will be able to read and perform asymmetrical meters.</b></li> <li>➤ <b>Students will be able to perform a Tortelier scale with correct rhythmic changes and bow usage.</b></li> <li>➤ <b>Students will understand the mathematical principles of hemiola, recognize it when it is heard, and be able to perform it successfully.</b></li> <li>➤ <b>Students will be able to read and perform complex rhythmic passages successfully with correct rhythms using professional counting system.</b></li> <li>➤ <b>Students will be able to listen to and synchronize their performance of rhythmic motives within the section/other sections of the orchestra.</b></li> </ul> </li> <li>➤ Students can read and perform simple time changes while maintaining tempo.</li> <li>➤ Students can read and perform triplets of any note value while maintaining a steady tempo</li> <li>➤ Students can count and perform passages successfully with correct rhythms, using professional counting system.</li> <li>➤ Added note/rest values: dotted eighth to 16<sup>th</sup>; 16<sup>th</sup> to dotted eighth, compound dotted rhythms, 32<sup>nd</sup> notes.</li> <li>➤ Students can read, count and perform up beats.</li> <li>➤ Students can recognize written syncopation and perform it correctly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student is able to recognize pitch names of open strings aurally</li> <li>➤ Student uses correct finger placement for known pitches in finger patterns</li> <li>➤ Student can differentiate between high/low pitches</li> <li>➤ Student is able to perform simple melodic patterns/melodies by ear</li> <li>➤ Student will be able to change simple melodies from major to minor by ear.</li> <li>➤ Student is working to refine their understanding of pitch adjustment.</li> <li>➤ Student is working to refine their understanding of good intonation across the sections.</li> <li>➤ Students will review and reinforce tuning to perfect 4<sup>th</sup>/5ths using the following methods: tuning across the orchestra, and tuning their personal instrument.</li> <li>➤ Celli/Basses will learn and be able to use harmonic tuning procedure</li> <li>➤ Student is able to hear bottom open string of octave when top note is played and adjust the pitch.</li> <li>➤ Student will be able to refine and center pitch using a drone.</li> <li>➤ Read and perform divisi</li> <li>➤ Read and perform music written in upper/lower ledger lines, as learned.</li> <li>➤ Read and perform simple tenor clef passages (cello/bass and treble clef (viola)</li> <li>➤ Read and perform music written on upper ledger lines (violin)</li> <li>➤ Read and perform key changes, altering finger patterns appropriately.</li> <li>➤ Students can read and perform appropriate accidentals and understands their duration.</li> <li>➤</li> <li>➤ Student can read and perform tied notes.</li> <li>➤ Student will learn to tune his/her own instrument with the use of a tuner/app.</li> <li>➤ Student is proficient in tuning his/her instrument with fine tuners.</li> <li>➤ Student knows and can perform finger patterns <b>three octave</b> scales in C, D, G, F, Bb, Eb A, <b>E, B Major.</b></li> <li>➤ Student knows and can perform finger patterns/scales in a, e, d, g, b, c, f#, c#, g# melodic minor</li> <li>➤ <b>Students can read and perform 20<sup>th</sup> century (non-traditional) music notation.</b></li> <li>➤ <b>Student can manipulate and tune their in instrument with pegs if necessary.</b></li> <li>➤ <b>Violin</b></li> <li>G string: Open G to G harmonic IV</li> <li>D string: Open D to F#4</li> <li>A string: Open A to D5</li> <li>E string: Open E to B6 <ul style="list-style-type: none"> <li>➤ <b>Viola:</b></li> <li>C string: Open C to B3</li> <li>G string: Open G to A4</li> <li>D string: Open D to F#5</li> <li>A string: Open A to B6 <ul style="list-style-type: none"> <li>➤ <b>Cello:</b></li> <li>C string: Open C to B2</li> <li>G string: Open G to G 3</li> <li>D string: Open D to D4</li> <li>A string: Open A to C5 <ul style="list-style-type: none"> <li>➤ <b>Bass:</b></li> <li>E string: Open E to E2</li> <li>A string: Open A to A3</li> <li>D string: Open D to D4</li> <li>G string: Open G to B5</li> </ul> </li> </ul> </li> </ul> </li> </ul>
AC Standards	CEC: A3,B8,9		CEC: A1-5; B5-10

Grade Level	Tone	Structure	Style/Articulation
<p><b>Bexley Camerata</b></p>	<ul style="list-style-type: none"> <li>➤ Student understands the concepts of bow Placement/Speed/Pressure and can use these elements to perform with sensitivity and musicality.</li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying dynamic levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> <li>➤ <b>Students will use advanced fingerings and position work to enhance tone quality/musical phrasing.</b></li> <li>➤ Student will begin to understand how to blend sound within the section.</li> <li>➤ Student is able to match tone quality to other sections.</li> <li>➤ Student will learn and be able to perform pizzicato with technique appropriate to the style of the piece.</li> <li>➤ <b>Students can read and perform different pizzicato articulations</b> <b>Straight up: reverberation</b> <b>Side of finger: pp/non reverb.</b> <b>Bartok</b></li> <li>➤ Student will be able to maintain good tone quality in all dynamic levels using appropriate RH/LH techniques.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can recognize and perform the following form commands: Del Signo Da Capo</li> <li>➤ Student can identify and perform the following forms: Fiddle Tune Theme/Variations ABA AB Rondo Minuet and Trio Fugue 12 Bar Blues Exposition and Development Renaissance Dance Form Students will be able to identify who has the melody/accompaniment and adjust volume/style accordingly</li> <li>➤ <b>Students will be able to listen to and identify the following compositional techniques:</b> <b>Monophony</b> <b>Homophony</b> <b>Polyphony</b> <b>Contrapuntal</b></li> <li>➤ Final Bar</li> <li>➤ Repeat Sign</li> <li>➤ Time Signature</li> <li>➤ Fermata</li> </ul> <p>Students are able to read and perform DS/DC</p> <ul style="list-style-type: none"> <li>➤ Understand and perform un-notated Coda</li> <li>➤ Read and perform hash marks crossing note stems; note division and tremolo</li> <li>➤ Students can read and perform DC/DS and Coda</li> <li>➤ Student can read and perform repeat signs with first/second endings</li> <li>➤ Students can improvise using the pentatonic scale against a D/A drone.</li> <li>➤ Student can improvise “questions and answers”</li> <li>➤ Student can improvise using special effects in response to teacher special effects.</li> <li>➤ Student can improvise rhythm patterns on known notes using words/names</li> <li>➤ Students will be able to improvise upon a simple folk song.</li> </ul> <p>Students will be able to improvise over a I-IV-V-I chord structure.</p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ Can read and perform slurs from 2-8 notes with correct rhythm.</li> <li>➤ Can read and perform staccato</li> <li>➤ Student will be able to read and perform multiple staccato notes within the same bow.</li> <li>➤ Student can read and perform simple spiccato, loure and martele bowing styles.</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Students can read and swiftly perform multiple dynamic changes.</li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ <b>Student will be able to alter bow technique quickly to produce dynamic changes using pressure, speed and placement.</b></li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> <li>➤ Student will learn how to read and produce sfz.</li> <li>➤ Students will be able to read and perform tremolo/col legno.</li> <li>➤ Student will be able to shape phrases with simple dynamic variation.</li> <li>➤ Student will be able to recognize differences between Baroque, Classical, Romantic, and Contemporary styles and are able to produce them on the instrument.</li> <li>➤ <b>Students will be able to identify and produce a Renaissance sound/tone quality with appropriate ornaments.</b></li> <li>➤ <b>Students will be able to read and perform grace notes.</b></li> <li>➤ <b>Students will be able to perform grace notes differently as relates to period style.</b></li> </ul>
<p><b>AC Standards</b></p>	<p><b>CEC: A1</b></p>	<p><b>CEC: B4</b></p>	<p><b>HCS: A1,2,3,4</b></p>



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AC Standards	CEC: A1,2,3,4	AR: C4,5 CEC: B4	HCS: A1,2,3,4 B5,6
Grade Level	Tone	Structure	Style/Articulation
<b>Bexley Sinfonia</b>	<ul style="list-style-type: none"> <li>➤ Student understands the concepts of bow Placement/Speed/Pressure and can use these elements to perform with sensitivity and musicality.</li> <li>➤ Student knows and can demonstrate concept of bow lanes to play with good tone in varying <i>dynamic</i> levels</li> <li>➤ Student understands and can demonstrate how to place left fingers on fingerboard for best tone.</li> <li>➤ Students will use advanced fingerings and position work to enhance tone quality/musical phrasing.</li> <li>➤ Student will begin to understand how to blend sound within the section.</li> <li>➤ Student is able to match tone quality to other sectionsl.</li> <li>➤ Student will learn and be able to perform pizzicato with technique appropriate to the style of the piece.</li> <li>➤ Students can read and perform different pizzicato articulations               <ul style="list-style-type: none"> <li>Straight up: reverberation</li> <li>Side of finger: pp/non reverb.</li> <li>Bartok</li> <li><b>Use of appropriate vibrato</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can recognize and perform the following form commands:               <ul style="list-style-type: none"> <li>Del Signo</li> <li>Da Capo</li> </ul> </li> <li>➤ Student can identify and perform the following forms:               <ul style="list-style-type: none"> <li>Fiddle Tune</li> <li>Theme/Variations</li> <li>ABA</li> <li>AB</li> <li>Rondo</li> <li>Minuet and Trio</li> <li>Fugue</li> <li>12 Bar Blues</li> <li>Exposition and Development</li> <li>Renaissance Dance Form</li> <li><b>Free Form/Through Composed</b></li> <li><b>Sonata Allegro</b></li> </ul> </li> <li>➤ Students will be able to identify who has the melody/accompaniment and adjust volume/style accordingly</li> <li>➤ Students will be able to listen to and identify the following compositional techniques:               <ul style="list-style-type: none"> <li>Monophony</li> <li>Homophony</li> <li>Polyphony</li> <li>Contrapuntal</li> </ul> </li> <li>➤ Final Bar</li> <li>➤ Repeat Sign</li> <li>➤ Time Signature</li> <li>➤ Fermata</li> </ul> <p>Students are able to read and perform DS/DC</p> <ul style="list-style-type: none"> <li>➤ Understand and perform un-notated Coda</li> <li>➤ Read and perform hash marks crossing note stems; note division and tremolo</li> <li>➤ Students can read and perform DC/DS and Coda</li> <li>➤ Student can read and perform repeat signs with first/second endings</li> <li>➤ Students can improvise using the pentatonic scale against a D/A drone.</li> <li>➤ Student can improvise “questions and answers”</li> <li>➤ Student can improvise using special effects in response to teacher special effects.</li> <li>➤ Student can improvise rhythm patterns on known notes using words/names</li> <li>➤ Students will be able to improvise upon a simple folk song.</li> </ul> <p>Students will be able to improvise over a I-IV-V-I chord</p>	<ul style="list-style-type: none"> <li>➤ Can perform basic detache style</li> <li>➤ Can read and perform pizzicato and arco</li> <li>➤ Can read and perform slurs from 2-8 notes with correct rhythm.</li> <li>➤ Can read and perform staccato</li> <li>➤ Student will be able to read and perform multiple staccato notes within the same bow.</li> <li>➤ Student can read and perform simple spiccato, loure and martele bowing styles.</li> <li>➤ Can read and perform VV and lifts in bowing technique</li> <li>➤ Students can read and swiftly perform multiple dynamic changes.</li> <li>➤ Student is able to read and perform crescendo/decrescendo.</li> <li>➤ Student will be able to alter bow technique quickly to produce dynamic changes using pressure, speed and placement.</li> <li>➤ Student can read and perform basic carrot accents.</li> <li>➤ Student understands how to produce hooked bowings and is able to perform them.</li> <li>➤ Student will learn how to read and produce sfz.</li> <li>➤ Students will be able to read and perform tremolo/col legno.</li> <li>➤ Student will be able to shape phrases with simple dynamic variation.</li> <li>➤ Student will be able to recognize differences between Baroque, Classical , Romantic, and Contemporary styles and are able to produce them on the instrument.</li> <li>➤ Students will be able to identify and produce a Renaissance sound/tone quality with appropriate ornaments.</li> <li>➤ Students will be able to read and perform grace notes.</li> <li>➤ Students will be able to perform grace notes differently as relates to period style.</li> </ul>
AC Standards	CEC: A1, 2, 3, 4	AR: C4, 5 CEC: B4	HCS: A1, 2, 3, 4 B5, 6



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Grade Level	Evaluation	Technique	Ensemble
Bexley City School District Bexley Camerata	<p>Students are able to identify correct/incorrect elements in their own personal performance and develop strategies to enhance/correct them.</p> <ul style="list-style-type: none"> <li>➤ Students are able to identify correct/incorrect elements in their sections' performance and develop strategies to enhance/correct them.</li> <li>➤ Students are able to identify correct/incorrect elements in their ensemble's performance and develop strategies to enhance/correct them.</li> <li>➤ Students will be able to compare and contrast outside ensemble performances using appropriate terminology.</li> <li>➤ Students will be able to evaluate individual, section and ensemble performances using appropriate terminology.</li> <li>➤ Student is able to evaluate problem elements in their own performance and in the performances of others.</li> <li>➤ Students are able to listen to and evaluate tone, position and intonation in the following circumstances:               <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can execute the following extensions/positions by rote and note identification: Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings. Low 4<sup>th</sup> finger on E string. II/III/IV/V position, D/A/E strings; I-III pos. on G string. Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings. II/III/IV/V position, G/D/A strings. I-III on C string. Cello: Forward/backward extension on all strings. Shift to II/III/IV/V/VI position on G, D, A strings. I-IV on C string. Bass: Half Position, ½, II/IV/V/VI positions on all strings.</li> <li>➤ Students can read and perform two fingered double stops</li> <li>➤ Students will be able to learn and perform simple alternate fingerings.</li> <li>➤ <b>Students can perform advanced finger patterns for augmented and chromatic passages.</b></li> <li>➤ <b>Students will understand and be able to perform ponticello.</b></li> <li>➤ Students can find their 1<sup>st</sup> harmonics (halfway point) on all strings and produce a harmonic with straight bow and good tone.</li> <li>➤ Students will be able to read and perform simple harmonics when notated.</li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ Student is able to perform daily with correct LH and RH positions and with good bowgrip/flexible fingers.</li> <li>➤ Students continue to work towards greater flexibility in the bow hand and arm.</li> <li>➤ Students continue to work to extend their ability to vary bow pressure, speed, placement and length to produce tone and musical effects.</li> <li>➤ Students will continue to refine bow use and work towards hand/finger flexibility.</li> <li>➤ Students continue to perform with good posture.</li> <li>➤ <b>Students will continue to develop and perform with a relaxed and controlled vibrato.</b></li> <li>➤ <b>Students will be able to produce and use artistic applications of vibrato in context.</b></li> <li>➤ Students will be able to name and utilize multiple practice techniques and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students begin the awareness of correct period styles and work to produce them.</li> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ Student is able to watch and respond to multiple conductor cues and expressive gestures .</li> <li>➤ Student continues to contribute towards positive orchestra attitude within the group</li> <li>➤ Students will learn to listen for individual balance/blend within the section.</li> <li>➤ Students will be able to listen and adjust pitch within the ensemble.</li> <li>➤ Students will begin to watch and match bow use with the rest of the ensemble.</li> <li>➤ Students will be able to analyze the role each section performs for each piece of music.</li> <li>➤ Students will develop the ability to watch the conductor and respond to style, tempo and mood changes.</li> <li>➤ Students will continue to match correct style/historical period with performance practice.</li> <li>➤ Students will work towards unification of orchestra members from different elementary schools and build orchestra pride.</li> <li>➤ Students continue to work towards positive consensus/cooperation in small and large groups settings.</li> </ul>



AC Standards	<b>AR: D6</b>	<b>CEC:A1, 2, 4, 5, 6</b>	<b>CEC: A2,3 AR: 1,2</b>
<b>Grade Level</b>	<b>Evaluation</b>	<b>Technique</b>	<b>Ensemble</b>
Bexley Sinfonia	<ul style="list-style-type: none"> <li>➤ Students are able to identify correct/incorrect elements in their own personal performance and develop strategies to enhance/correct them.</li> <li>➤ Students are able to identify correct/incorrect elements in their sections' performance and develop strategies to enhance/correct them.</li> <li>➤ Students are able to identify correct/incorrect elements in their ensemble's performance and develop strategies to enhance/correct them.</li> <li>➤ Students will be able to compare and contrast outside ensemble performances using appropriate terminology.</li> <li>➤ Students will be able to evaluate individual, section and ensemble performances using appropriate terminology.</li> <li>➤ Student is able to evaluate problem elements in their own performance and in the performances of others.</li> <li>➤ <b>Students will be able to compare and contrast different musical interpretations of the same piece.</b></li> <li>➤ Students are able to listen to and evaluate tone, position and intonation in the following circumstances:             <ul style="list-style-type: none"> <li>➤ desired tone produced by teacher and student modeling</li> <li>➤ their own performance</li> <li>➤ the performance of the group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can execute the following extensions/positions by rote and note identification: Violin: 3<sup>rd</sup> finger extensions on G, D, A strings. Backwards extensions on all strings. Low 4<sup>th</sup> finger on E string. II/III/IV/V position, D/A/E strings; I-III pos. on G string. Viola: 3<sup>rd</sup> finger extensions on C, G, D, A strings. Backwards extensions on all strings. II/III/IV/V position, G/D/A strings. I-III on C string. Cello: Forward/backward extension on all strings. Shift to II/III/IV/V/VI position on G, D, A strings. I-IV on C string. Bass: Half Position, ½, II/IV/V/VI positions on all strings.</li> <li>➤ Students can read and perform two fingered double stops</li> <li>➤ Students will be able to learn and perform simple alternate fingerings.</li> <li>➤ Students can perform advanced finger patterns for augmented and chromatic passages.</li> <li>➤ Students will understand and be able to perform ponticello.</li> <li>➤ Students can find their 1<sup>st</sup> harmonics (halfway point) on all strings and produce a harmonic with straight bow and good tone.</li> <li>➤ <b>Students will be able to read, understand and execute natural and fingered (vln/vla)harmonics</b></li> <li>➤ Students will be able to read and perform simple harmonics when notated.</li> <li>➤ Students are introduced to age appropriate practice techniques</li> <li>➤ Student is able to perform daily with correct LH and RH positions and with good bowgrip/flexible fingers.</li> <li>➤ Students continue to work towards greater flexibility in the bow hand and arm.</li> <li>➤ Students continue to work to extend their ability to vary bow pressure, speed, placement and length to produce tone and musical effects.</li> <li>➤ Students will continue to refine bow use and work towards hand/finger flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students begin the awareness of correct period styles and work to produce them.</li> <li>➤ Students can recognize canon and perform successfully.</li> <li>➤ Student is able to perform simple independent rhythmic and melodic parts.</li> <li>➤ Student has an awareness of and is able to show good concert etiquette.</li> <li>➤ Student is able to watch and respond to multiple conductor cues and expressive gestures .</li> <li>➤ Student continues to contribute towards positive orchestra attitude within the group</li> <li>➤ Students will learn to listen for individual balance/blend within the section.</li> <li>➤ Students will be able to listen and adjust pitch within the ensemble.</li> <li>➤ Students will begin to watch and match bow use with the rest of the ensemble.</li> <li>➤ Students will be able to analyze the role each section performs for each piece of music.</li> <li>➤ Students will develop the ability to watch the conductor and respond to style, tempo and mood changes.</li> <li>➤ Students will continue to match correct style/historical period with performance practice.</li> <li>➤ Students will work towards unification of orchestra members from different elementary schools and build orchestra pride.</li> <li>➤ Students continue to work towards positive consensus/cooperation in small and large groups settings.</li> <li>➤ <b>Students are aware of their responsibility and status as the leaders of the Bexley Orchestra program, and demonstrate good personal and musical choices.</b></li> </ul>



		<ul style="list-style-type: none"><li>➤ Students continue to perform with good posture.</li><li>➤ Students will continue to develop and perform with a relaxed and controlled vibrato.</li><li>➤ Students will be able to produce and use artistic applications of vibrato in context.</li><li>➤ <b>Students routinely perform artistic vibrato without prompts.</b></li></ul> <p><b>Students will become proficient in their use of specialized practice techniques and will be able to use them independently to improve specific elements in a challenging passage of music.</b></p>	
AC Standards	AR: D4,5	CEC:A1, 2, 4, 5, 6	AR: 1,2,3

Grade Level	Connections/Reflections	Expressive Qualities
Bexley Camerata	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> <li>➤ Students will learn and perform an expanding repertoire of diverse styles of music</li> <li>➤ Students will continue to improve their understanding of the role of music in history and literature.</li> <li>➤ Students will learn and use the concept of tuning octaves relating tuning to physics and sound waves.</li> <li>➤ Students will recognize the mathematical relationships used in the music rhythm/counting/notational system.</li> <li>➤ Students will continue to improve their understanding of the connections between movements in art and music.</li> <li>➤ Students will work to improve their people skills and interpersonal relationships.</li> <li>➤ Students will assume leadership responsibilities when requested by the director.</li> <li>➤ Students will be able to identify and classify music according to historical music time period</li> <li>➤ <b>Students will learn to grow increasingly more comfortable when placed in a leadership role.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can alter tone by modifying bow technique (weight, angle, placement and speed)</li> <li>➤ Students accurately perform all baseline articulations.</li> <li>➤ Students will be able to shape phrases with simple dynamic variation.</li> <li>➤ Students are able to perform all added articulations fluently as read on the page with good right/left hand technique.</li> <li>➤ Students will be able to read and interpret phrases and lines of music with artistic shaping.</li> <li>➤ Students will perform with an expanded range of tone, dynamics and color.</li> <li>➤ <b>Students will be able to perform with a characteristic tone at all dynamic levels.</b></li> </ul>
AC Standards	<b>HCS: A1,2,3,4 B5</b> <b>VM/AR: A4</b>	<b>VM/AR: A1, B2</b>
Grade Level	Connections/Reflections	Expressive Qualities
Bexley Sinfonia	<ul style="list-style-type: none"> <li>➤ Students are aware of the mathematical relationships of counting rhythms and time signatures.</li> <li>➤ Students are aware of literary/historical connections to their music.</li> <li>➤ Students understand how to set performance goals and achieve them.</li> <li>➤ Opportunities for student leadership are provided to individual class members as needed.</li> <li>➤ Students will learn and perform an expanding repertoire of diverse styles of music</li> <li>➤ Students will continue to improve their understanding of the role of music in history and literature.</li> <li>➤ Students will learn and use the concept of tuning octaves relating tuning to physics and sound waves.</li> <li>➤ Students will recognize the mathematical relationships used in the music rhythm/counting/notational system.</li> <li>➤ Students will continue to improve their understanding of the connections between movements in art and music.</li> <li>➤ Students will work to improve their people skills and interpersonal relationships.</li> <li>➤ Students will assume leadership responsibilities when requested by the director.</li> <li>➤ Students will be able to identify and classify music according to historical music time period</li> <li>➤ Students will learn to grow increasingly more comfortable when placed in a leadership role.</li> <li>➤ <b>Students will willingly accept leadership responsibilities.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Students can alter tone by modifying bow technique (weight, angle, placement and speed)</li> <li>➤ Students accurately perform all baseline articulations.</li> <li>➤ Students will be able to shape phrases with simple dynamic variation.</li> <li>➤ Students are able to perform all added articulations fluently as read on the page with good right/left hand technique.</li> <li>➤ Students will be able to read and interpret phrases and lines of music with artistic shaping.</li> <li>➤ Students will perform with an expanded range of tone, dynamics and color.</li> <li>➤ Students will be able to perform with a characteristic tone at all dynamic levels</li> <li>➤ <b>Students can independently analyze, interpret and perform musical selections applying appropriate dynamics, tempi, and timbre.</b></li> </ul>
AC Standards	<b>HCS: A1,2,3,4 B5</b> <b>VM/AR: A4</b>	<b>VM/AR: A1,2 B2</b>