

## Grades 9 – 12 Orchestra

- Standard: Historical, Cultural and Social Contexts
  - Benchmark - Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.
    - Indicator - Critique various music styles from the United States, other cultures and historical periods.
    - Indicator - Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
    - Indicator - Demonstrate through performance the stylistic differences of various composers and their works.
  - Benchmark - Research and explain how music and composers both influence and are influenced by society and culture.
    - Indicator - Explain how music reflects the social events of history.
- Standard: Creative Expression and Communication
  - Benchmark - Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.
    - Indicator - Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
    - Indicator - Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.
  - Benchmark - Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.
    - Indicator - Sight-read major, minor and chromatic melodies.
    - Indicator - Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B flat, E flat, A flat, D flat, G flat; Strings: E, A, D, G, C, F, B flat, E flat, A flat; Vocal/Choral: C sharp, F sharp, B, E, A, D, G, C, F, B flat, E flat, A flat, D flat, G flat, C flat].
    - Indicator - Interpret music symbols and terms expressively when performing a varied repertoire of music.
- Standard: Analyzing and Responding
  - Benchmark - Analyze and evaluate music selections based upon established criteria.

- Indicator - Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.
  - Benchmark - Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.
    - Indicator - Analyze how conducting patterns and gestures relate to musical interpretation of various selections.
  - Benchmark - Apply appropriate, established criteria to evaluate a variety of music performances.
    - Indicator - Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.
- Standard: Valuing Music/Aesthetic Reflection
  - Benchmark - Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.
    - Indicator - Respond to aesthetic qualities of a performance intellectually using music terminology.
  - Benchmark - Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.
    - Indicator - Alter music works, performances or composition presentations to enhance the quality of the music selection.
- Standard: Connections, Relationships and Applications
  - Benchmark - Articulate similarities and differences between music and other content areas.
    - Indicator - Recognize aesthetic characteristics common to all art forms.
    - Indicator - Apply creative thinking and problem-solving skills used in music to other content areas.
- Benchmark - Apply technology in creating, performing and/or researching music.
  - Indicator - Use technology to create and/or perform various forms of music.
  - Indicator - Incorporate subject matter common to music and other academic areas into a music presentation.
- Benchmark - Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.
  - Indicator - Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).