

ODE Music Standards: Traditional & Emerging Ensembles Strand

Priority Standards for Salem-Keizer

(ODE codes in green boxes below, SK codes in the following scope & sequence)

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Novice MU.TE.5.PR2.HS1	Intermediate MU.TE.5.PR2.HS2	Proficient MU.TE.5.PR2.HS3	Accomplished MU.TE.5.PR2.HS4	Advanced MU.TE.5.PR2.HS5
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	<i>Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</i>	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Novice: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU.TE.5.PR2.HS1).

Essential Learning & Skills

Musical Critique/Strategies																																							
C.1: Develop criteria for music criticism and comparison. C.2: Critique performances of self and others. C.3: Prepare music from representative cultures, periods, and styles.																																							
Individual Skills	Notational Literacy	Ensemble Skills	Knowledge																																				
IS.1: Demonstrate proper care and maintenance of instrument. <u>Body Format</u> IS.2: Demonstrate proper body format (posture) in rest, attention, and playing positions —sitting and standing. IS.3: Demonstrate proper body weight distributions , which allows for relaxed body motion. <u>Right Hand</u> IS.4: Demonstrate correct bow hold . IS.5: Demonstrate correct motion of shoulder, arm, wrist, and fingers, using both pizzicato and arco. IS.6: Demonstrate basic staccato (separated) articulation, hooked bowing, and simple slurs . IS.7: Demonstrate ability to retake the bow with correct finger position and relaxation. IS.8: Demonstrate sequenced bow stroke with flexibility of shoulder, arm, wrist, hand, and fingers with proper bow weight distribution. <u>Left Hand</u> IS.9: Demonstrate correct placement : angle of instrument to body, arm & hand to instrument, and fingers to fingerboard. IS.10: Demonstrate correct finger placement in 1 st position using adjacent-string double stops, leading to simple chromatic alterations on cello and simple shifting on bass. IS.11: Demonstrate flexibility and relaxation that leads to successful shifting into higher positions, preparatory vibrato, and backward and forward extensions. <u>Ear Training & Tone</u> IS.12: Demonstrate ability to tune instrument by manipulating fine tuners (vln, vla, cello) and tuning machines (bass). IS.13: Demonstrate steady, even, solid tones and produce characteristic tone quality from frog to tip at various bow speeds. IS.14: Aurally recognize major and minor tetra chords on all strings.	ML.1: Instantly recognize and name all notes and corresponding fingerings within the major and minor tetrachords on G, D, and A strings (1 st position tetra chords beginning with open strings). ML.2: Instantly identify values for the following:  ML.3: Identify $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ meters. Describe the function of the top number. ML.4: Using a counting system , count and perform rhythms listed in ML.2 at moderate tempi and with a steady pulse in the meters listed in ML.3. ML.5: Read and respond to the music vocabulary and symbols listed in K.4, as appropriate to the instrument.	ES.1: Match pulse, rhythm, and pitch within the ensemble, adjusting bow and left-hand fingers for unity. ES.2: Demonstrate ability to attend rehearsals and performances regularly and punctually with necessary materials. ES.3: Demonstrate attention to and execution of rules of comportment – including rehearsal and concert etiquette – appropriate to varying venues as communicated by the director.	K.1: Read and explain key signatures denoting keys of D, G, and C major . K.2: Identify and explain the effect of weight distribution, arm levels, bow speed, and bow placement in tone production . K.3: Recognize simple forms such as ABA form. K.4: Identify the meaning and function of the following musical terms and symbols : <table border="1" data-bbox="1690 820 1921 1364"> <tbody> <tr> <td><i>p</i></td> <td>Piano</td> </tr> <tr> <td><i>mf</i></td> <td>Mezzoforte</td> </tr> <tr> <td><i>f</i></td> <td>Forte</td> </tr> <tr> <td>></td> <td>Crescendo</td> </tr> <tr> <td><</td> <td>Decrescendo</td> </tr> <tr> <td>\sharp</td> <td>Sharp</td> </tr> <tr> <td>\flat</td> <td>Flat</td> </tr> <tr> <td>C</td> <td>Natural</td> </tr> <tr> <td>G</td> <td>Treble clef</td> </tr> <tr> <td>F</td> <td>Bass clef</td> </tr> <tr> <td>C</td> <td>Alto clef</td> </tr> <tr> <td>v</td> <td>Down bow</td> </tr> <tr> <td>v</td> <td>Up bow</td> </tr> <tr> <td>\cdot</td> <td>Retake</td> </tr> <tr> <td>J</td> <td>Staccato</td> </tr> <tr> <td>J</td> <td>Legato</td> </tr> <tr> <td>C</td> <td>Fermata</td> </tr> <tr> <td> : :</td> <td>Repeat sign</td> </tr> </tbody> </table>	<i>p</i>	Piano	<i>mf</i>	Mezzoforte	<i>f</i>	Forte	>	Crescendo	<	Decrescendo	\sharp	Sharp	\flat	Flat	C	Natural	G	Treble clef	F	Bass clef	C	Alto clef	v	Down bow	v	Up bow	\cdot	Retake	J	Staccato	J	Legato	C	Fermata	 : :	Repeat sign
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Orchestra

Intermediate: Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU.TE.5.PR2.HS2).

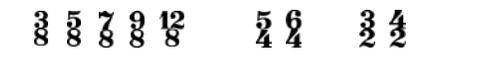
Essential Learning & Skills

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C.1: Develop strategies for advancing the technique outline below. C.2: Evaluate performances of self and others. C.3: Prepare music from representative cultures, periods, and styles.																																															
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IS.1: Demonstrate consistent habits of instrument care . <u>Body Format</u> IS.2: Refine weight distribution and basic body positions . IS.3: Integrate relaxed body movement . <u>Right Hand</u> IS.4: Refine and control bow hold, detache stroke, bow retakes, and legato bowing in all parts of the bow at slow, medium, and fast tempi. IS.5: Demonstrate flexible bowing mechanism with fingers, hand, and arm correctly formed at appropriate heights and angles, leading to sequenced strokes and smooth bow changes. IS.6: Adjust bow distribution in proportion to bow weight, speed, and placement so as to produce good tonal results. IS.7: Demonstrate string crossing when bowing at slow, medium, and fast tempo, using all parts of the bow. IS.8: Demonstrate hooked bowing and successive down-bow chords. IS.9: Refine staccato articulation (separated tones of various lengths) and perform complex slurs . IS.10: Demonstrate a basic martele stroke. IS.11: Develop the bow tremolo . <u>Left Hand</u> IS.12: Demonstrate shifting as follows: <table border="0" style="display: inline-table; vertical-align: middle;"> <tr> <td>▪ Violin: 1st through 3rd position</td> <td>▪ Cello: 1st through 4th position</td> </tr> <tr> <td>▪ Viola: 1st through 3rd position</td> <td>▪ Bass: ½ through 4th position</td> </tr> </table> IS.13: Demonstrate complex double stops using fingered stopped notes on adjacent strings. IS.14: Perform the C, D, G, F, Bb, and A major scales and the a, d, g, and e minor scales, 1 or 2 octaves as appropriate. IS.15: Demonstrate a basic vibrato motion. IS.16: Perform chromatic alterations . <u>Ear Training & Tone</u> IS.17: Match all pitches within the student's playable range. IS.18: Tune in perfect 5^{ths} on violin, viola, and cello, while bowing on two strings. Tune bass by 2nd, 3rd, and 4th partial harmonics . IS.19: Aurally identify mature tone quality. IS.20: Produce resonant tone quality. IS.21: Prepare an audition (minimum: scales, technical, and lyrical passages).	▪ Violin: 1 st through 3 rd position	▪ Cello: 1 st through 4 th position	▪ Viola: 1 st through 3 rd position	▪ Bass: ½ through 4 th position	ML.1: Be able to finger all pitches in assigned music. ML.2: Instantly identify note values for the following:  ML.3: Identify and define C, C, G, and 3/2 meters . ML.4: Using a counting system , count and perform rhythms listed in ML.2 at various tempi and in the meters listed in ML.3. ML.5: Read the corresponding key signatures, identify the tonality, and spell the scale construction for the following major and natural minor scales: D, G, A, C, F, Bb, d, g, a, e . ML.6: Read and perform printed bowing . ML.7: Read and respond to the music vocabulary and symbols listed in K.4. ML.8: Perform readily Grade 2 literature. Perform Grade 3 literature with preparation . ML.9: Sight-read with ease Grade 1 literature; instantly respond to music symbols and terms.	ES.1: Demonstrate basic musical ensemble sensitivities in the following: <ul style="list-style-type: none"> ▪ Blend/Balance ▪ Pitch, tone, and intonation ▪ Dynamics ▪ Uniformity of articulation ▪ Tempi and rhythm ▪ Phrasing ▪ Style ES.2: Demonstrate awareness of and responsibility to the ensemble by attending rehearsals and performances regularly, punctually, and with necessary materials. ES.3: Demonstrate attention to and execution of rules of comportment – including rehearsal and concert etiquette – appropriate to varying venues, as communicated by the director.	K.1: Understand basics of off-the-string strokes , including spiccato and brush strokes. K.2: Know the positions and shifts necessary to play scales listed in IS.14. K.3: Understand and identify differences in form and style of music. K.4: Identify and explain the meaning and function of the following terms and symbols : <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Accelerando</td> <td>Accelerate</td> </tr> <tr> <td>Allegro</td> <td>Fast</td> </tr> <tr> <td>Andante</td> <td>Walking speed</td> </tr> <tr> <td>Largo</td> <td>Very slow</td> </tr> <tr> <td>Moderato</td> <td>Moderate speed</td> </tr> <tr> <td>Ritardando</td> <td>Gradually slowing</td> </tr> <tr> <td>Fortepiano <i>fp</i></td> <td>Loud then soft</td> </tr> <tr> <td>Fortissimo <i>ff</i></td> <td>Very loud</td> </tr> <tr> <td>Mezzopiano <i>mp</i></td> <td>Moderately soft</td> </tr> <tr> <td>Pianissimo <i>pp</i></td> <td>Very soft</td> </tr> <tr> <td>Sforzando <i>sfz</i></td> <td>Sudden strong emphasis</td> </tr> <tr> <td>Coda </td> <td>Concluding section</td> </tr> <tr> <td>Da Capo</td> <td>Repeat from the beginning</td> </tr> <tr> <td>Dal Segno </td> <td>Repeat from the sign</td> </tr> <tr> <td>Fine</td> <td>End, close</td> </tr> <tr> <td>Grand Pause <i>//</i></td> <td></td> </tr> <tr> <td>Marcato </td> <td>Strong accent</td> </tr> <tr> <td>Simile</td> <td>In the same way</td> </tr> <tr> <td>Tacet</td> <td>Be silent</td> </tr> <tr> <td>Tenuto </td> <td>Held, sustained</td> </tr> </table>	Accelerando	Accelerate	Allegro	Fast	Andante	Walking speed	Largo	Very slow	Moderato	Moderate speed	Ritardando	Gradually slowing	Fortepiano <i>fp</i>	Loud then soft	Fortissimo <i>ff</i>	Very loud	Mezzopiano <i>mp</i>	Moderately soft	Pianissimo <i>pp</i>	Very soft	Sforzando <i>sfz</i>	Sudden strong emphasis	Coda 	Concluding section	Da Capo	Repeat from the beginning	Dal Segno 	Repeat from the sign	Fine	End, close	Grand Pause <i>//</i>		Marcato 	Strong accent	Simile	In the same way	Tacet	Be silent	Tenuto 	Held, sustained
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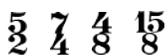
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<p>IS.1: Demonstrate the ability to isolate and analyze technical challenges.</p> <p><u>Right Hand</u></p> <p>IS.2: Correctly demonstrate the principles of body motion and weight distribution, as applied to performance.</p> <p>IS.3: Refine all previous bowing techniques relative to grade 3 literature.</p> <p>IS.4: Demonstrate motions leading to sautillé and ricochet (jeté) bowings.</p> <p><u>Left Hand</u></p> <p>IS.5: Demonstrate the following keys: C, G, D, A, F, Bb, Eb, a, e, b, f#, d, c, g, and the chromatic scale.</p> <p>IS.6: Demonstrate correct finger shape and spacing in positions ½ through 5th.</p> <p>IS.7: Refine fingering, vibrato, and shifting for technical facility and musical outcomes.</p> <p><u>Ear Training</u></p> <p>IS.8: Identify major, minor, diminished, augmented, and chromatic tetra chords by ear.</p> <p>IS.9: Identify all intervals by ear (m2, M2, m3, M3, P4, Aug4, Dim5, P5, m6, M6, m7, M7, P8).</p> <p>IS.10: Echo melodies in duple and triple meters, with simple to moderately complex rhythms, using major and minor keys.</p> <p>IS.11: Prepare and perform a polished audition (minimum: scales, technical, and lyrical passages).</p>	<p>ML.1: Read tonal patterns in major and minor proficiently.</p> <p>ML.2: Instantly identify values for the following:</p>  <p>ML.3: Identify and define the following meters:</p>  <p>ML.4: Using a counting system, count and perform rhythms listed in ML.2 at various tempi and in the meters listed in ML.3.</p> <p>ML.5: Read the following key signatures and spell the scale construction: C, G, D, A, F, Bb, a, e, b, d, c, g, and the chromatic scale.</p> <p>ML.6: Read and be able to perform all standard articulation markings found in Grade 3 music.</p> <p>ML.7: Read and respond to the music vocabulary in K.2.</p> <p>ML.8: Perform Grade 3 literature or literature with related proficiency demands.</p> <p>ML.9: Sight-read with ease Grade 2 literature; instantly respond to music symbols and terms.</p>	<p>ES.1: Consistently adjust and tune pitches, in unison and by interval, to match the ensemble.</p> <p>ES.2: Demonstrate rhythmic independence in Grade 2-3 literature.</p> <p>ES.3: Demonstrate correct uniformity of articulation.</p> <p>ES.4: Balance/blend to others with uniformity of sound.</p> <p>ES.5: Perform ensemble dynamics demonstrating contrast and balance.</p> <p>ES.6: Demonstrate a sensitivity to ensemble phrasing through uniformity of execution.</p> <p>ES.7: Describe and demonstrate key traits of various styles and periods while developing facility in grade III literature.</p> <p>ES.8: Demonstrate ability to attend rehearsals and performances regularly and punctually with necessary materials.</p> <p>ES.9: Demonstrate attention to and execution of rules of comportment, appropriate to varying venues, as communicated by the director.</p>	<p>K.1: Demonstrate knowledge of positions ½ through 5th by identifying the notes contained in each position and justifying shifting and fingering choices.</p> <p>K.2: Identify the meaning and function of the following musical terms:</p> <table border="1"> <tbody> <tr> <td>A tempo</td> <td>Original speed</td> </tr> <tr> <td>Adagio</td> <td>Slow</td> </tr> <tr> <td>Andantino</td> <td>Slightly faster than Andante</td> </tr> <tr> <td>Allargando</td> <td>Slowing down</td> </tr> <tr> <td>Allegretto</td> <td>Slightly slower than allegro</td> </tr> <tr> <td>Animato</td> <td>Animated</td> </tr> <tr> <td>Vivace</td> <td>Quick, lively</td> </tr> <tr> <td>Rallentando</td> <td>Dramatically slowing and broadening</td> </tr> <tr> <td>Ritenuo</td> <td>Immediate reduction in speed</td> </tr> <tr> <td>Rubato</td> <td>An elastic, flexible tempo</td> </tr> <tr> <td>Tempo Primo</td> <td>First speed</td> </tr> <tr> <td>Col</td> <td>With</td> </tr> <tr> <td>Dolce</td> <td>Soft, smooth, sweet</td> </tr> <tr> <td>Maestoso</td> <td>Majestic and stately</td> </tr> <tr> <td>Mezzo</td> <td>Somewhat</td> </tr> <tr> <td>Molto</td> <td>Very</td> </tr> <tr> <td>Piu</td> <td>More</td> </tr> <tr> <td>Poco</td> <td>A little</td> </tr> <tr> <td>Segue</td> <td>Continue without break</td> </tr> <tr> <td>Senza</td> <td>Without</td> </tr> <tr> <td>Sostenuto</td> <td>Sustained</td> </tr> <tr> <td>Subito</td> <td>Suddenly</td> </tr> </tbody> </table>	A tempo	Original speed	Adagio	Slow	Andantino	Slightly faster than Andante	Allargando	Slowing down	Allegretto	Slightly slower than allegro	Animato	Animated	Vivace	Quick, lively	Rallentando	Dramatically slowing and broadening	Ritenuo	Immediate reduction in speed	Rubato	An elastic, flexible tempo	Tempo Primo	First speed	Col	With	Dolce	Soft, smooth, sweet	Maestoso	Majestic and stately	Mezzo	Somewhat	Molto	Very	Piu	More	Poco	A little	Segue	Continue without break	Senza	Without	Sostenuto	Sustained	Subito	Suddenly
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HS Accomplished: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU.TE.5.PR2.HS4).

Essential Learning & Skills

<p><u>Musical Critique/Strategies</u> C.1: Develop and apply rehearsal strategies for advancing the individual and ensemble technique outlined below. C.2: Evaluate performances of self and others, both individual and ensemble. C.3: Prepare music from representative cultures, periods, and styles.</p>																																																									
<p style="text-align: center;"><u>Individual Skills</u></p> <p>IS.1: Refine the ability to isolate and analyze technical challenges, including identifying appropriate strategies for the development of mastery.</p> <p><u>Right Hand</u> IS.2: Demonstrate the essential skills necessary and appropriate for the performance of grade 4 and 5 literature.</p> <p><u>Left Hand</u> IS.3: Demonstrate the following keys: E, B, Ab, Db, c#, g#, f, bb.</p> <p>IS.4: Demonstrate the essential skills necessary and appropriate for performance of grade 4 and 5 literature, including advanced skill within the following positions:</p> <ul style="list-style-type: none"> ▪ Violin: ½-7th ▪ Viola: 1-5th ▪ Cello: ½-thumb ▪ Bass: ½-thumb <p><u>Ear Training & Tone</u> IS.5: Demonstrate the appropriate tone quality and intonation necessary for the artistic performance of grade 4 and 5 literature.</p>	<p style="text-align: center;"><u>Notational Literacy</u></p> <p>ML.1: Be able to finger all pitches in assigned music (Grade 4-5 literature level).</p> <p>ML.2: Instantly identify values for the following:</p>  <p>ML.3: Identify and define the following meters:</p>  <p>ML.4: Using a counting system, count and perform rhythms listed in ML.2 at various tempi and in the meters listed in ML.3.</p> <p>ML.5: Read the following key signatures and spell the scale construction: E, B, Ab, Db, Eb, c#, g#, f, bb.</p> <p>ML.6: Read and be able to perform all standard articulation markings found in grade 4 music.</p> <p>ML.7: Read and respond to the music vocabulary listed in K.5.</p> <p>ML.8: Perform Grade 4-5 literature.</p> <p>ML.9: Sight-read with ease Grade 3 literature; instantly respond to music symbols and terms.</p>	<p style="text-align: center;"><u>Ensemble Skills</u></p> <p>ES.1: Demonstrate the ability to perform independent of the director with the following basic musical ensemble sensitivities:</p> <ul style="list-style-type: none"> ▪ Blend/Balance ▪ Pitch ▪ Dynamics ▪ Articulation ▪ Tempo ▪ Rhythm ▪ Phrasing ▪ Style <p>ES.2: Experience various styles and periods while developing facility in grade 4-5 literature.</p> <p>ES.3: Demonstrate the ability to follow and interpret different conductors while performing grade 4 and 5 literature.</p> <p>ES.4: Independently participate in student-led sectionals and develop skills necessary to instruct less-advanced students.</p> <p>ES.5: Demonstrate ability to attend rehearsals and performances regularly and punctually with necessary materials.</p> <p>ES.6: Demonstrate attention to and execution of rules of comportment, appropriate to varying venues, as communicated by the director.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>K.1: Identify the meaning and function of the following musical terms:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Adagietto</td> <td style="padding: 2px;">Somewhat faster than adagio</td> </tr> <tr> <td style="padding: 2px;">Breit</td> <td style="padding: 2px;">Broad, largo</td> </tr> <tr> <td style="padding: 2px;">Grave</td> <td style="padding: 2px;">Solemn</td> </tr> <tr> <td style="padding: 2px;">L'istesso</td> <td style="padding: 2px;">The same tempo as before</td> </tr> <tr> <td style="padding: 2px;">Langsam</td> <td style="padding: 2px;">Slow</td> </tr> <tr> <td style="padding: 2px;">Larghissimo</td> <td style="padding: 2px;">As slow as possible</td> </tr> <tr> <td style="padding: 2px;">Lebhaft</td> <td style="padding: 2px;">Lively</td> </tr> <tr> <td style="padding: 2px;">Lento</td> <td style="padding: 2px;">Slow</td> </tr> <tr> <td style="padding: 2px;">Mäßig</td> <td style="padding: 2px;">Moderato</td> </tr> <tr> <td style="padding: 2px;">Prestissimo</td> <td style="padding: 2px;">As fast as possible</td> </tr> <tr> <td style="padding: 2px;">Presto</td> <td style="padding: 2px;">Very fast</td> </tr> <tr> <td style="padding: 2px;">Schnell</td> <td style="padding: 2px;">Quickly</td> </tr> <tr> <td style="padding: 2px;">Stringendo</td> <td style="padding: 2px;">With quickening of tempo</td> </tr> <tr> <td style="padding: 2px;">Vivo</td> <td style="padding: 2px;">Lively</td> </tr> <tr> <td style="padding: 2px;">Brillante</td> <td style="padding: 2px;">Showy and sparkling in style</td> </tr> <tr> <td style="padding: 2px;">Colla Parte</td> <td style="padding: 2px;">With the solo part</td> </tr> <tr> <td style="padding: 2px;">Con Sordino</td> <td style="padding: 2px;">With mute</td> </tr> <tr> <td style="padding: 2px;">Divisi</td> <td style="padding: 2px;">Divided</td> </tr> <tr> <td style="padding: 2px;">Etwas</td> <td style="padding: 2px;">Somewhat</td> </tr> <tr> <td style="padding: 2px;">Meno</td> <td style="padding: 2px;">Less</td> </tr> <tr> <td style="padding: 2px;">Mosso</td> <td style="padding: 2px;">Moved, agitated</td> </tr> <tr> <td style="padding: 2px;">Perdendosi</td> <td style="padding: 2px;">Dying away</td> </tr> <tr> <td style="padding: 2px;">Pesante</td> <td style="padding: 2px;">In a heavy manner</td> </tr> <tr> <td style="padding: 2px;">Scherzando</td> <td style="padding: 2px;">Playfully</td> </tr> <tr> <td style="padding: 2px;">Sehr</td> <td style="padding: 2px;">Very</td> </tr> <tr> <td style="padding: 2px;">Senza Sordino</td> <td style="padding: 2px;">Without mute</td> </tr> <tr> <td style="padding: 2px;">Smorzando</td> <td style="padding: 2px;">Dying away</td> </tr> </table>	Adagietto	Somewhat faster than adagio	Breit	Broad, largo	Grave	Solemn	L'istesso	The same tempo as before	Langsam	Slow	Larghissimo	As slow as possible	Lebhaft	Lively	Lento	Slow	Mäßig	Moderato	Prestissimo	As fast as possible	Presto	Very fast	Schnell	Quickly	Stringendo	With quickening of tempo	Vivo	Lively	Brillante	Showy and sparkling in style	Colla Parte	With the solo part	Con Sordino	With mute	Divisi	Divided	Etwas	Somewhat	Meno	Less	Mosso	Moved, agitated	Perdendosi	Dying away	Pesante	In a heavy manner	Scherzando	Playfully	Sehr	Very	Senza Sordino	Without mute	Smorzando	Dying away
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Essential Learning & Skills

Musical Critique/Strategies			
<p>C.1: Apply and refine rehearsal strategies for advancing the individual and ensemble technique outlined below.</p> <p>C.2: Evaluate performances of self and others, both individual and ensemble.</p> <p>C.3: Prepare music from representative cultures, periods, and styles.</p>			
Individual Skills	Notational Literacy	Ensemble Skills	Knowledge
<p>IS.1: Demonstrate the following keys: F#, Gb, d#, eb.</p> <p>IS.3: Demonstrate the essential skills necessary and appropriate for performance of grade 5 and 6 literature, including advanced skill in all positions through 7th.</p> <p>IS.4: Critically self-evaluate. Analyze technical challenges and identify the most efficient strategies for mastery.</p> <p>IS.5: Seek out a variety of evaluators and/or teachers for constructive criticism.</p>	<p>ML.1: Using a counting system, count and perform complex rhythms in mixed meters.</p> <p>ML.2: Read the following key signatures and spell the scale construction: F#, Gb, d#, eb.</p> <p>ML.3: Read and be able to perform all standard articulation markings found in Grade 5-6 music.</p> <p>ML.4: Perform Grade 5-6 literature.</p> <p>ML.5: Sight-read with ease Grade 4 literature; instantly respond to music symbols and terms.</p>	<p>ES.1: Demonstrate responsibility to lead rehearsals and/or performances (section, small ensemble, or full ensemble), developing technical skill and ensemble sensitivities in:</p> <ul style="list-style-type: none"> ▪ Blend/balance ▪ Pitch ▪ Dynamics ▪ Articulation ▪ Tempi ▪ Rhythm ▪ Phrasing ▪ Style <p>ES.2: Experience various styles and periods while developing facility in grade 5-6 literature.</p> <p>ES.3: Demonstrate the ability to follow and interpret different conductors while performing grade 5 and 6 literature.</p> <p>ES.4: Develop ensemble skills reflective of various performance groups (chamber music literature, symphony orchestra literature, solo repertoire, etc.).</p>	<p>K.1: Demonstrate through performance an understanding of the concept of tempered tuning.</p>