

Orchestra III :: Follows Orchestra II

TEKS Strand	Expectations
Foundations: Music Literacy	The study of selected compositions includes a variety of activities such as score study, analysis of thematic material, identification of counter melodies, and identification of solo and accompaniment lines in designated compositions. Students recognize that music selections utilizing modes of the scales are found in contemporary music as well as in compositions of the past. Advanced students hear and play new sounds and harmonies as they begin performing contemporary music.
Creative Expression	Students illustrate harmonic texture and complexity in more advanced rhythms and meters. Chord structure is expanded with music that includes atonality and freely composed segments representative of diverse styles of modern composition. Technical expectations include the following: <ul style="list-style-type: none"> • Demonstrating individuality • Demonstrating performance technique using appropriate bowing style, vibrato, and extended playing positions • Preparing and executing parts with accurate intonation and rhythm • Exhibiting leadership qualities • Demonstrating proficiency in musical comprehension • Performing all scales from memory • Identifying complex rhythms and meters • Improvising • Composing and arranging simple compositions for more than one medium
Historical and Cultural Relevance	Students recognize, identify, and describe the harmonic texture of music from different cultures, time periods, styles and genres. They classify music by style and historical period and justify their classifications. They discuss the impact of society on the development of music, compare music to other disciplines, and research vocational and avocational music opportunities.
Critical Evaluation and Response	Students consider the strengths and weaknesses of their own and others' performances and apply the results of their analysis to their creative work. Students prepare study guides for specific compositions. Participating in activities such as writing program notes for concerts more fully engages students in the process of structuring learning experiences.
<p>Example:</p> <p>Orchestra III students in Susan Vaughn's class research and report on specific vocational and avocational opportunities of interest to their class. Once a month, Ms. Vaughn and her students choose one vocational or avocational opportunity available to students upon graduation from high school. Then, two students research the chosen a/vocational opportunity.</p> <p>Areas of research include the following:</p> <ul style="list-style-type: none"> • Educational requirements • Professional opportunities • Interviews with music professionals or members of the music community • Audition criteria 	
<u>Differentiation Strategies for Students with Special Needs</u>	