

Orchestra IV :: Follows Orchestra III

TEKS Strand	Expectations
Foundations: Music Literacy	Students demonstrate independence in interpreting music through the performance of selected literature. They analyze musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology and analyze the music forms of their performance and listening repertoires.
Creative Expression	Students perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques. Literature ranges from moderately difficult to difficult. Understanding of musical styles is demonstrated by the appropriateness of literature selected for performance. Students perform expressively, from memory and notation, a repertoire representing styles from diverse cultures. They become familiar with small- and large-ensemble performance techniques. They sight-read major, minor, modal, and chromatic melodies; read and write music; and interpret music symbols and terms. They improvise melodies and compose or arrange compositions.
Historical and Cultural Relevance	Students classify music by style, culture, and historical period and learn to justify their classifications. They describe the relationship between music and society and discuss the relationships between music and other disciplines. Some students explore career and avocational opportunities in music by meeting and talking with members of the local music community.
Critical Evaluation and Response	Students evaluate their own and others' performances and compositions by comparing them to exemplary models, and they learn to practice constructive criticism. Students are familiar with and practice proper concert etiquette.
<p>Example:</p> <p>Exploring the many possibilities in the various disciplines of music is the key to helping advanced students develop individual styles. Students in Haines High School Jazz Band IV and Orchestra IV study many examples of music that combine jazz with orchestral arrangements. Students listen to a broad range of literature—from the early works of Miles Davis to the experiments of Ornette Coleman and John McLaughlin in the 1970s—and use the listening repertoire as a basis for their own experimentation.</p> <p>After the two classes have had an opportunity to experiment separately, they work together to develop an orchestral accompaniment to a standard jazz tune, helping both groups expand their musical horizons.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	