

Orchestra I :: Introductory

TEKS Strand	Expectations
Foundations: Music Literacy	Students identify and distinguish between melody and harmony while listening and playing. They study and define the concepts of performance, intervals, chord structure, and music notation. Students use standard notation.
Creative Expression	Students sight-read ensemble parts and interpret symbols and terms that define dynamics, tempo, and articulation during solo and group performances. They create and arrange a variety of phrases and can perform from memory as well as from the page. Technical expectations include refinement of vibrato; key expansion to encompass E-flat major, C minor, A major, and F-sharp minor; bow articulations adding tremolo; and the ability to sustain legato passages.
Historical and Cultural Relevance	As students perform and listen to compositions selected from a variety of periods, cultures, styles, and composers, they develop an understanding of characteristics used to categorize music literature. They identify music-related vocations and avocations and explore these roles within the community.
Critical Evaluation and Response	Students begin to formulate personal criteria for evaluating their own study, performance, goals, and the performance of others by comparing performances to exemplary models.
<p>Example:</p> <p>Students in Sandra Jones' Orchestra I class write in journals at least once a week, and Ms. Jones reads a portion of the student journal entries each week, responding to them in writing. In their journals, students keep written self-evaluations, document progress on assignments, and keep their practice cards.</p> <p>Because a significant aspect of Orchestra I involves learning music literature from a variety of periods and composers, students also respond to pieces that they listen to in the music department's listening laboratory. Though students may select particular areas of personal interest from the lab's tapes, they respond in their journals to selected questions designated for Orchestra I in the accompanying guide, especially noting how what they listen to can help them learn new techniques on their instruments.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	