

Pinellas County Schools Key Learnings for High School Orchestra

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a user-friendly format.

The state course descriptions divide High School Orchestra into six distinct levels, Orchestra 1 – 6. The state course description is included on the first page of each level in this document, but the general design is:

- Orchestra 1: A beginning level class for students with no prior experience
- Orchestra 2: An advanced beginning class for students with a little experience
- Orchestra 3: An intermediate level class for students who have previous orchestra experience and are ready for a more challenging level of work.
- Orchestra 4: An intermediate level class for students who are ready for challenging literature and comprehensive study in music.
- Orchestra 5: An advanced course with quality point for students who are proficient musicians ready to study advanced literature and concepts in depth.
- Orchestra 6: An advanced course with quality point for students who have a high degree of proficiency and are ready to study the most challenging level in great depth.

In order to study orchestra literature effectively as well as master ensemble performance skills, students must study the course curriculum in the context of a performing orchestra. As a practical matter, this means that students at various levels of proficiency will be studying different levels of the curriculum while in the same orchestra class.

In a very small program, all levels may have to be included in one class period; this is not ideal by any means, but enrollment may make it unavoidable, especially with newer programs. Slightly larger programs will have a lower level and an upper level class, which is much more workable; the largest programs will have multiple classes more aligned to the state courses, but will still have some mixing of levels.

The Pinellas County Schools Key Learnings for Orchestra break the standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the state benchmarks are provided in alignment to these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County orchestra directors are encouraged to submit resource items throughout the year.

Pinellas County Schools Key Learnings

High School Orchestra 3

State Course Description: Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Upon successful completion of this course, the student may truthfully say:

1. I can demonstrate mastery of B-flat, F, C, G, D, and A major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument.
2. I can demonstrate characteristic tone quality throughout the common applied range of my instrument.
3. I can demonstrate proper tuning techniques on my instrument.
4. I can accurately perform additional rhythmic value including quarter and eighth note triplets in both simple and compound meters.
5. I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FOA grade D.
6. I can perform and notate music in the keys of B-flat, F, C, G, D, and A major.
7. I can sight read music of FOA grade E with minimal or no technical errors.
8. I can create and accurately notate a short musical composition when given specific guidelines.
9. I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.
10. I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.

Next Generation Sunshine State Standards Big Ideas:

- C – Critical Thinking and Reflection
- S – Skills, Techniques, and Processes
- O – Organizational Structure
- H – Historical and Global Connections
- I – Innovations, Technology, and the Future

	Pinellas County Schools High School Orchestra 3 Key Learnings Teacher Planning Tool	NGSSS Code
1	I can demonstrate mastery of B-flat, F, C, G, D, and A major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument.	MU.912.S.1.1 MU.912.S.2.1 MU.912.S.3.1 MU.912.O.2.2
2	I can demonstrate characteristic tone quality throughout the common applied range of my instrument.	MU.912.S.2.1 MU.912.S.2.2 MU.912.S.3.1
3	I can demonstrate proper tuning techniques on my instrument.	MU.912.S.2.2 MU.912.S.3.1
4	I can accurately perform additional rhythmic value including quarter and eighth note triplets in both simple and compound meters.	MU.912.S.1.3 MU.912.S.2.1 MU.912.S.2.2 MU.912.S.3.1
5	I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FOA grade D.	MU.912.C.2.1 MU.912.C.2.2 MU.912.C.3.1 MU.912.S.2.2 MU.912.S.3.1 MU.912.O.2.1 MU.912.O.3.2 MU.912.F.3.4 LACC.1112.SL.2.4 LACC.1112.RST.2.4 DA.912.S.2.1 DA.912.F.3.8
6	I can perform and notate music in the keys of B-flat, F, C, G, D, and A major.	MU.912.S.1.1 MU.912.S.1.4 MU.912.S.3.1 MU.912.S.3.3 MU.912.O.2.1 MU.912.O.2.2 MU.912.O.3.2
7	I can sight read music of FOA grade E with minimal or no technical errors.	MU.912.C.1.1 MU.912.S.2.2 MU.912.S.3.1 MU.912.S.3.2 MU.912.O.2.1 MU.912.O.3.2
8	I can create and accurately notate a short musical composition when given specific guidelines.	MU.912.C.2.3 MU.912.S.1.1

		MU.912.S.1.3 MU.912.S.2.1 MU.912.O.2.1 MU.912.O.2.2
9	I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.	MU.912.C.1.3 MU.912.C.3.1 MU.912.O.1.1 MU.912.O.3.1 MU.912.H.1.1 MU.912.H.1.2 MU.912.H.1.3 MU.912.H.1.4 MU.912.H.1.5 MU.912.H.2.1 MU.912.H.2.3 MU.912.F.3.1 MU.912.F.3.2 MU.912.F.3.3 LACC.1112.RST.2.4 LACC.1112.WHST.3.9
10	I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.	MU.912.C.1.2 MU.912.S.3.4 MU.912.O.1.1 MU.912.O.3.1 LACC.1112.RST.2.4 LACC.1112.WHST.3.9

Key Learnings Assessment

LEVEL 3

Name: _____

Skill 3.1	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Tone Quality			4	Consistently produces a clear, focused and full tone at ALL times
			3	Meets standards with a mostly clear and focused tone
			2	Tone is lacking in consistency
			1	Progress in this area is not evident

Skill 3.2	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Perform in A Major and Bb Major			4	Consistently exceeds FOA standards
			3	Meets FOA standards
			2	Performance is inconsistent on some elements
			1	Progress in this area is not evident

Skill 3.3	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Proper Tuning Techniques			4	Consistently performs in tune
			3	Meets standards; performs in tune most of the time
			2	Intonation is inconsistent
			1	Progress in this area is not evident

Skill 3.7	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Sight Read FOA Grade E Literature			4	Consistently exceeds in areas of performance with no errors
			3	Meets standards; some minor errors
			2	Performance is inconsistent, frequent errors
			1	Progress in this area is not evident

Skill 3.8	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Compose within guidelines			4	Consistently exceeds requirements and expectations given
			3	Meets standards and expectations of the assignment
			2	Inconsistent or lacking on some elements
			1	Progress in this area is not evident

Skill 3.9	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
History Culture Style			4	Describes in detail historical, stylistic, and cultural details
			3	Meets standards; describes basic background information.
			2	Information is inconsistent on some elements
			1	Progress in this area is not evident

Skill 3.10	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Performance Review FOA MPA Form			4	Consistently exceeds standards; effective use of terminology
			3	Meets standards; correct use of terminology
			2	Information is inconsistent on some elements.
			1	Progress in this area is not evident

Skill 3.4	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Scales, etc.			Yes or No	Has mastered all scales/rudiments for Level 3

Written	PRE-TEST	POST-TEST		DESCRIPTION
for 3.5, 3.6				Record your scores from the pre and post test

se the FOA adjudication sheet found on the next page.

Florida Orchestra Association - District _____

Concert Adjudicator's Comment Sheet

School _____ Order/Time of Performance _____

Name of Orchestra _____ Classification _____

Orchestra Director(s) _____

Selections to be performed: Composer/Arranger:
 1.) _____
 2.) _____
 3.) _____

Indicate required selection with an asterisk (*)

Officials will grade principal items for each selection by inserting A, B, C, D, or E in the square opposite the items. Mark plus or minus (+ or -) after the subdivisions which are noticeably good or noticeably poor. The absence of any mark indicates average performance.

Judges are urged to explain the meaning of the plus and minus signs in terms of the specific individual or organization to which the sheet applies with suggestions for the corrections of faults indicated.

Comments should be constructive and deal with fundamental principles rather than minor details.

General Comments on Performance

Performance Fundamentals

Tone Quality

Intonation

Bowing/Articulation

Attacks/Releases

Technique

Technical Preparation

Notes

Rhythmic Accuracy

Dynamics Observed

Precision

Tempo

Musical Effect

Style

Balance

Blend

Expression

Artistry

Composition No. 1	<input type="checkbox"/>
Composition No. 2	<input type="checkbox"/>
Composition No. 3	<input type="checkbox"/>

Comments:
 Stage Presence (discipline, posture) _____

 Instrumentation _____
 Choice of Music _____

Outstanding Strong Points:

Areas needing improvement:

Recommended for: _____
 (Superior, Excellent, Good, Fair, Poor)
 Use no plus or minus in final rating.

Signature of Adjudicator

Key Learnings Overview, High School Orchestra 1 - 6

KL#	Orchestra 1	Orchestra 2	Orchestra 3	Orchestra 4	Orchestra 5	Orchestra 6
1. Instrument Fundamentals	I can demonstrate proper assembly, care, and maintenance of my instrument.	I can demonstrate mastery of the F, C, G, and D major scales and arpeggios.	I can demonstrate mastery of B-flat, F, C, G, D, and A major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument.	I can demonstrate mastery of B-flat, F, C, G, D, and A major and g, a, and d minor scales and arpeggios and the chromatic scale over the commonly used range of my instrument.	I can perform all scales and arpeggios applicable to the literature studied in the course.	I can perform all twelve major scales over the standard accepted range of my instrument; the chromatic scale over the full range of my instrument, and minor scales as used in the literature studied.
2. Tone	I can demonstrate proper tone production on my instrument using correct posture, bowings, hand position, articulation, and releases.	I can demonstrate characteristic tone quality over an extended range on my instrument.	I can demonstrate characteristic tone quality throughout the common applied range of my instrument.	I can demonstrate characteristic tone quality including commonly used expressive techniques throughout the range of my instrument.	I can identify, perform, and notate all major and minor key signatures, major, minor, augmented, and diminished triads and dominant seventh chords, and intervals.	I can independently prepare musical performances in solo and small ensemble settings.
3. Pitch	I can identify, match, and perform musical pitches both aurally and in the clef generally used for my instrument.	I can identify in-tune and out-of-tune pitches.	I can demonstrate proper tuning techniques on my instrument.	I can tune my instrument to a given pitch without assistance.	I can effectively tune major and minor chords within an ensemble setting.	I can sing simple melodic patterns at sight and notate them by ear.
4. Rhythm	I can accurately identify and perform basic written rhythm values including whole, half, quarter, eighth, dotted half, and dotted quarter notes and rests in simple meters.	I can accurately perform additional rhythmic patterns including sixteenth and dotted eighth notes and rests in simple meters including cut time.	I can accurately perform additional rhythmic values including quarter and eighth note triplets in both simple and compound meters.	I can identify, notate, and perform pitches, intervals, and major and minor triads on my instrument and on the grand staff.	I can apply concepts of balance, blend, intonation, precision, and response to the conductor appropriate to the literature being performed.	I apply phrasing concepts consistently to enhance the expressive qualities of my performance.
5. Performance Fundamentals	I can demonstrate proper rehearsal and concert etiquette and understand the importance of rehearsal and concert attendance.	I can define, describe, and perform basic dynamic, tempo, articulation, and expression markings commonly found in music of FOA grade E.	I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FOA grade D.	I can accurately interpret and perform all notated elements of music of FOA grade C.	I can accurately interpret all notated elements of music of FOA grade B.	I can work out complex musical passages that are new to me without assistance.
6. Evaluation	I can demonstrate control of rhythmic pulse by myself and within an ensemble.	I can perform music in the keys of F, C, G, and D major.	I can perform and notate music in the keys of B-flat, F, C, G, D, and A major.	I can accurately perform and notate a short melodic segment starting on a given pitch after hearing it.	I can apply phrasing concepts to melodies to enhance expression and communication.	I can explain and discuss the formal structure and interpret all terms and markings in performed literature.

7. Sightreading	I can accurately sight-read short examples of music for my instrument in simple meters in the keys of concert G and D major.	I can sight read music of FOA grade E to the level that the fundamental musical intent is understood by the listener.	I can sight read music of FOA grade E with minimal or no technical errors.	I can sight read music of FOA grade D to the level that the fundamental musical intent is understood by the listener.	I can sightread music of FOA grade D with minimal or no technical errors.	I can sightread music of FOA grade C with minimal or no technical errors and with distinct elements of musical expression and phrasing.
8. Creation	I can improvise short musical phrases in the keys of concert G and D major.	I can compose or improvise a four measure phrase in a given key.	I can create and accurately notate a short musical composition when given specific guidelines	I can create and accurately notate a short musical composition in more than one part to express an idea or feeling.	I can write a short musical composition with both melody and harmony in a major tonality.	I can create a variety of musical compositions (both notated and improvised) using stylistically appropriate harmonic practices.
9. Connections	I can identify and classify a variety of musical elements using appropriate terminology.	I can evaluate and analyze a variety of musical examples using appropriate musical terminology.	I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.	I can compare a variety of aesthetic, historical, and cultural aspects of at least two contrasting works I have performed as well as analyze their application and relevance to other musical and cultural issues both historical and contemporary.	I can discuss a variety of aesthetic, historical, cultural aspects of at least 3 works I have performed and their application and relevance to other musical and cultural issues both historical and contemporary.	I can discuss, analyze, and evaluate the aesthetic, cultural, and historical aspects of a variety of musical performances.
10. Additional Skills	I can demonstrate fundamental notation skills, accurately and neatly drawing clefs, notes, rests, time signatures, and key signatures.	I can accurately demonstrate basic ensemble skills (balance, blend, precision) while performing a variety of genres and styles with my band in a public setting on a consistent basis.	I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.	I can demonstrate basic principles of phrase shaping and direction.	I can freely improvise musical phrases based on a given scale.	I can discuss applications of music both historically and in contemporary society and apply this information in a musical performance.

Pinellas County School Key Learnings Assessment for High School Band

A - Complete Mastery with no errors
 B - Mastery with only minor or inconsequential errors
 In Progress - Not Mastered, but learning evident

Student: _____

Orchestra 1	A	B	In progress	Orchestra 4	A	B	In progress
1. Assembly, Care, Maintenance				1. Scales/Arpeggios – Major & Minor			
2. Tone Production				2. Tone Quality/Expressive Tech.			
3. Pitch – Identify, Match, Perform				3. Independent Tuning			
4. Rhythm Values				4. Pitch/Intervals/Triads			
5. Etiquette and Attendance				5. Expressive Markings – Grade C			
6. Rhythmic Pulse Control				6. Aural transcription			
7. Sight Reading				7. Sightreading			
8. Improvisation				8. Composition – multi-part			
9. Music Terminology				9. Analysis of Contrasting works			
10. Notation Skills				10. Phrase Shaping			
Orchestra 2				Orchestra 5			
1. Scales – F, C, G, D				1. All Scales & Arpeggios			
2. Tone Quality				2. Key Signatures/Chords			
3. In tune/Out of Tune				3. Chord Tuning			
4. Rhythm Patterns				4. Ensemble concepts			
5. Expressive Markings – Grade E				5. Expressive Markings – Grade B			
6. Perform in F, C, G, D				6. Phrasing Concepts			
7. Sight Reading				7. Sightreading			
8. Composition/Improvisation				8. Composition – Major key			
9. Vocabulary				9. Analysis of 3 contrasting works			
10. Ensemble Performance				10. Improvisation			
Orchestra 3				Orchestra 6			
1. Scales & Arpeggios – Bb through A				1. Scales			
2. Tone Quality – Extended Range				2. Independent Solo Preparation			
3. Tuning				3. Sight singing			
4. Rhythmic Accuracy				4. Phrasing Concepts			
5. Expressive Markings – Grade D				5. Technical Independence			
6. Perform in Bb, F, C, G, D, A				6. Formal Analysis and Interpretation			
7. Sight Reading				7. Sightreading			
8. Composition and Notation				8. Composition			
9. Cultural and Historical Connections				9. Aesthetic Analysis & Evaluation			
10. Aesthetic and Critical Analysis				10. Contextual Applications			