

Pinellas County Schools Key Learnings for Middle 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 considerably more user-friendly format.

The state course descriptions divide Middle School Orchestra into three distinct levels, M/J Orchestra 1 – 3. The state course description is included on the first page of each level in this document, but the general design is:

- M/J Orchestra 1: A beginning level class for students with no prior experience
- M/J Orchestra 2: An intermediate level class for students who have previous orchestra experience and are ready for a more challenging level of work.
- M/J Orchestra 3: A more advanced level class for students who are ready for challenging literature and comprehensive study in music.

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 may 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 Middle School 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

Middle School M/J 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 Middle School M/J 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.68.S.1.1 MU.68.S.2.1 MU.68.S.3.1 MU.68.O.2.2 MU.68.S.3.2
2	I can demonstrate characteristic tone quality throughout the common applied range of my instrument.	MU.68.S.2.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2
3	I can demonstrate proper tuning techniques on my instrument.	MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2
4	I can accurately perform and notate additional rhythmic value including quarter and eighth note triplets in both simple and compound meters.	MU.68.S.1.3 MU.68.S.2.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.5
5	I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FOA grade D.	MU.68.C.2.1 MU.68.C.2.2 MU.68.C.3.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.O.3.2 MU.68.S.3.6 MU.68.S.3.2 LACC.7.SL.1.1 LACC.68.RST.2.4 DA.68.S.2.1
6	I can perform and notate music in the keys of B-flat, F, C, G, D, and A major.	MU.68.S.1.1 MU.68.S.1.4 MU.68.S.3.1 MU.68.S.3.2 MU.68.O.2.2 MU.68.O.3.2 MU.68.S.3.5 MU.68.S.3.6
7	I can sight read music of FOA grade E with minimal or no technical errors.	MU.68.C.1.1 MU.68.S.2.2 MU.68.S.3.1

		MU.68.S.3.2 MU.68.O.3.2 MU.68.S.3.3 MU.68.S.3.6
8	I can create and accurately notate a short musical composition when given specific guidelines.	MU.68.C.2.3 MU.68.S.1.1 MU.68.S.1.3 MU.68.S.2.1 MU.68.O.2.2 MU.68.S.3.5
9	I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.	MU.68.C.1.3 MU.68.C.3.1 MU.68.O.1.1 MU.68.O.3.1 MU.68.H.1.1 MU.68.H.1.2 MU.68.H.1.3 MU.68.H.1.4 MU.68.H.1.5 MU.68.H.2.2 MU.68.H.2.3 MU.68.H.3.1 MU.68.H.3.2 MU.68.F.2.1 MU.68.F.2.2 MU.68.F.3.1 MU.68.F.3.2 LACC.7.SL.1.1 LACC.68.RST.2.4 LACC.68.WHST.3.9
10	I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.	MU.68.C.1.2 MU.68.S.3.4 MU.68.O.1.1 MU.68.O.3.1 LACC.68.RST.2.4 LACC.68.WHST.3.9

Key Learnings Assessment

Orch 3

Name: _____

Skill 3.1	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Scales, etc.			Yes or No	Has mastered all scales/rudiments for Level 3

Skill 3.2	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 3.3	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 3.4	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Rhythmic Accuracy			4	Consistently performs basic rhythm values accurately
			3	Meets standards with some minor errors
			2	Performance is inconsistent, frequent errors
			1	Progress in this area is not evident

Skill 3.6	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 3.7	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			4	Consistently exceeds standards; effective use of terminology
			3	Meets standards; correct use of terminology

FOA MPA			2	Information is inconsistent on some elements.
Form			1	Progress in this area is not evident

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

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, Middle School M/J Orchestra 1 - 3

KL#	M/J Orchestra 1	M/J Orchestra 2	M/J Orchestra 3
1. Instrument Fundamentals	I can demonstrate proper assembly, care, and maintenance of my instrument.	I can demonstrate mastery of the F, C, G, D, and A 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.
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.
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.
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.
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.
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.
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.
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
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.
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.

Pinellas County School Key Learnings Assessment for Middle School Orchestra

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

Student: _____

M/J Orchestra 1	A	B	In progress
1. Assembly, Care, Maintenance			
2. Tone Production			
3. Pitch – Identify, Match, Perform			
4. Rhythm Values			
5. Etiquette and Attendance			
6. Rhythmic Pulse Control			
7. Sight Reading			
8. Improvisation			
9. Music Terminology			
10. Notation Skills			
M/J Orchestra 2			
1. Scales – F, C, G, D, A			
2. Tone Quality			
3. In tune/Out of Tune			
4. Rhythm Patterns			
5. Expressive Markings – Grade E			
6. Perform in F, C, G, D			
7. Sight Reading			
8. Composition/Improvisation			
9. Vocabulary			
10. Ensemble Performance			
M/J Orchestra 3			
1. Scales & Arpeggios – Bb through A			
2. Tone Quality – Extended Range			
3. Tuning			
4. Rhythmic Accuracy			
5. Expressive Markings – Grade D			
6. Perform in Bb, F, C, G, D, A			
7. Sight Reading			
8. Composition and Notation			
9. Cultural and Historical Connections			
10. Aesthetic and Critical Analysis			