



9-12th Grade
Mastery Orchestra GSE



CREATING

HSMO.CR.1 **Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Refine improvised or composed pieces using student-created criteria.

PERFORMING

HSMO.PR.1 **Perform a varied repertoire of music on instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing melodies.
- c. Analyze and justify characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point.
- d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of V and/or VI on a scale of I to VI.
- e. Use an artistically advanced vibrato in appropriate orchestra literature.
- f. Exhibit the ability to accurately tune respective instrument.
- g. Demonstrate the ability to play in ½ through VII positions and use those positions in determining the best fingerings to use in music being performed.
- h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed.
- i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or 5 flats and any other keys used in music being performed.
- j. Analyze and justify individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.



HSMO.PR.2 Read and Notate music.

- a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed.
- b. Analyze and justify the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature.
- c. Use the circle of fifths to identify and perform keys appropriate to the music being performed.
- d. Accurately and expressively sight-read music with a difficulty level of IV on a scale of I to VI.

RESPONDING

HSMO.RE.1 Listen to, analyze, and describe music.

- a. Assess and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed).
- c. Discuss the form and phrase structure of music being performed.

HSMO.RE.2 Evaluate music and music performances.

- a. Critique recorded examples of music performed by the ensemble and other ensembles and assess and justify strategies for improvement.
- b. Analyze a given musical work in terms of its aesthetic qualities and assess and justify the musical means it uses to evoke feelings and emotions.
- c. Listen to and/or watch professional ensembles and analyze and justify critical expressive choices.
- d. Assess and justify choices heard in ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric.



CONNECTING

- HSMO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**
- Assess and justify the benefits of musical study as part of a well-rounded education.
 - Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music).
 - Analyze the ways in which other subjects relate to music.
- HSMO.CN.2 Understand music in relation to history and culture.**
- Classify a musical selection by time period and analyze and justify the reasoning behind the classification.
 - Analyze and justify the ways in which the music performed in class relates to the culture and society of its time and other times.