9-12th Grade
Prelude to Orchestra GSE
**CREATING**

**HSPO.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.

**PERFORMING**

**HSPO.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 simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, and F.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

**HSPO.PR.2** Read and Notate music.
- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within the following key signatures: D, G, C, A, and F.
- c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
RESPONDING

**HSPO.RE.1**  **Listen to, analyze, and describe music.**
- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed).

**HSPO.RE.2**  **Evaluate music and music performances.**
- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Using teacher’s criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.

CONNECTING

**HSPO.CN.1**  **Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.**
- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

**HSPO.CN.2**  **Understand music in relation to history and culture.**
- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.