



**BEGINNING ORCHESTRA**  
**GRADES 9-12**  
**ONE CREDIT PER YEAR**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Beginning band and orchestra are designed to meet the needs of students wishing to play a wind, string, or percussion instrument. Attention is focused on the production of basic rhythms and the understanding of tone production, basic notation, and music fundamentals. The students acquire skills essential to the performance of Grade II music. Beginning students are expected to furnish their own instruments.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Intermediate Orchestra

**REQUIRED STUDENT TEXTBOOK**

None

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE BEGINNING ORHCESTRA GRADES 9-12 COURSES ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**ORCHESTRA**

**LEVEL A**

**FUNDAMENTALS**

- 1.1 Identify the instruments of the string family
  - E 1.1.1 Identify a violin, viola, cello, and bass by sight
  - E 1.1.2 Demonstrate an awareness that instruments are made in half, three quarter, and full sizes
- 1.2 Demonstrate proper care and maintenance of instruments and accessories (SOL – IB.17)
  - E 1.2.1 Identify and utilize accessories necessary for the proper maintenance and use of the instrument
- 1.3 Identify basic parts of each instrument and bow (SOL – IB.17)
  - E 1.3.1 Identify basic parts of each instrument and bow by sight
  - E 1.3.2 Name the open strings of the instrument being studied
- 1.4 Demonstrate appropriate knowledge of basic music notation (SOL – IB.21)
  - E 1.4.1 Identify notes and terms found in the text and music appropriate to A competency level
- 1.5 Demonstrate an awareness of basic rhythmic and metric values (SOL – IB.4)
  - E 1.5.1 Count and perform whole, half, and quarter notes and rests with a steady beat (SOL – AD.4)
  - E 1.5.2 Define and count 4/4 meter

**INDIVIDUAL PERFORMANCE SKILLS**

- 1.6 Demonstrate proper platform (SOL – IB.4)
  - E 1.6.1 Demonstrate proper sitting and standing positions (SOL – II.1)
  - E 1.6.2 Demonstrate correct instrument position (SOL – IAD.1)
  - E 1.6.3 Demonstrate correct bow position (SOL – IB.4)
  - E 1.6.4 Demonstrate correct left hand position (SOL – II.4)
- 1.7 Demonstrate an awareness of appropriate bowing and pizzicato technique (SOL – IB.5)
  - E 1.7.1 Demonstrate detaché bowing, pizzicato, and slurring (SOL – II.5)

- E 1.7.2 Demonstrate appropriate bow speed and length
- 1.8 Demonstrate an awareness of basic left hand technique
  - E 1.8.1 Perform basic finger placement in first position of all four strings
  - E 1.8.2 Perform a one octave D Major scale
- 1.9 Identify and label the pitch produced on the open strings (SOL – IB.3, II.3, IAD.3, IAR.3)
  - E 1.9.1 Sing a corresponding pitch produced on the open strings
  - E 1.9.2 Play a matching pitch produced on the open strings
- 1.10 Generate a characteristic tone on the instrument (SOL – IB.2, II.2, IAD.2, IAR.2)
  - E 1.10.1 Demonstrate an appropriate tone on each string

**ENSEMBLE PERFORMANCE**

- 1.11 Demonstrate the ability to translate written music notation into musical sounds
  - E 1.11.1 Count and clap selected rhythmic figures
  - E 1.11.2 Sing note names
- 1.12 Participate in ensemble experiences (SOL – IB.22, IB.19, IB.14)
  - E 1.12.1 Participate in scheduled rehearsals
  - E 1.12.2 Participate in performances
  - E 1.12.3 Respond to appropriate conducting gestures
  - E 1.12.4 Demonstrate proper attacks and releases
  - E 1.12.5 Demonstrate appropriate concert and rehearsal etiquette
  - E 1.12.6 Perform music from a variety of cultures, styles, and historical periods (SOL – II.24, IAD.24)
  - E 1.12.7 Provide answers to instructors questions regarding individual and group performance (SOL – IB.19)

**LITERATURE**

- 1.13 Demonstrate knowledge of music repertoire
  - E 1.13.1 Perform repertoire appropriate to A competency level

**CAREER OPPORTUNITIES**

- 1.14 Student will identify options in music using available technology (SOL IB.20, II.20, IAB.20)

## LEVEL B

### FUNDAMENTALS

- 2.1 Demonstrate appropriate knowledge of basic music notation
  - E 2.1.1 Identify notes and terms found in the text and music appropriate to B competency level
- 2.2 Demonstrate an awareness of basic rhythmic and metric values
  - E 2.1.1 Identify notation and terms found in the text and music appropriate to B competency level
  - E 2.2.2 Count and perform eighth and dotted half notes and rests
  - E 2.2.3 Define and count 3/4, 2/4, and "C" (common time)

### INDIVIDUAL PERFORMANCE SKILLS

- 2.3 Demonstrate an awareness of appropriate bowing technique (SOL – IB.10)
  - E 2.3.1 Perform slurs tremelo, hooked bowing, and spiccato on each string and slurs between open strings
  - E 2.3.2 Perform notes utilizing appropriate bow length
- 2.4 Demonstrate an awareness of basic left hand technique (SOL – IB.6)
  - E 2.4.1 Perform the finger patterns in the scales of D, G, and C Major
  - E 2.4.2 Perform a one octave G Major scale starting on open G (except bass violin)
  - E 2.4.3 Perform a one octave C Major scale
- 2.5 Demonstrate the ability to discern two pitches as being the same or different
  - E 2.5.1 Sing melodic intervals in sets of two pitches and identify as being the same or different

### ENSEMBLE PERFORMANCE SKILLS

- 2.6 Participate in ensemble experiences
  - E 2.6.1 Participate in scheduled rehearsals
  - E 2.6.2 Participate in performances (SOL – IB.22, II.22)
  - E 2.6.3 Respond to appropriate conducting gestures
  - E 2.6.4 Demonstrate appropriate concert and rehearsal etiquette
  - E 2.6.5 Participate in co-curricular and cross disciplinary activities
  - E 2.6.6 Associate terminology common to music with other disciplines (SOL – IB.23, II.23, IAD.23)

### LITERATURE

- 2.7 Demonstrate knowledge of music repertoire
  - E 2.7.1 Perform repertoire appropriate to B competency level

## LEVEL C

### FUNDAMENTALS

- 3.1 Demonstrate appropriate knowledge of basic music notation (SOL – IB.9)
  - E 3.1.1 Perform the dynamics found in literature appropriate to C competency level
  - E 3.1.2 Perform the tempo markings found in literature appropriate to C competency level
  - E 3.1.3 Identify the key signatures of A and F Major
  - E 3.1.4 Identify signs and technical terms found in literature appropriate to C competency level including enharmonics
- 3.2 Demonstrate an awareness of rhythmic and metric values
  - E 3.2.1 Count and perform dotted quarter notes and rests
  - E 3.2.2 Define and count 6/8 time

### INDIVIDUAL PERFORMANCE SKILLS

- 3.3 Demonstrate an awareness of appropriate bowing technique (SOL – II.5)
  - E 3.3.1 Perform the following bowing skills: staccato, legato, marcato, loure, hooked, sul ponticello, and sul tasto
  - E 3.3.2 Perform double stops on open strings
  - E 3.3.3 Demonstrate appropriate use of three specific areas of the bow (frog, middle, tip)
- 3.4 Demonstrate an awareness of left hand technique
  - E 3.4.1 Demonstrate the use of the 4th finger for violins and violas and the use of low and high 2nd and 3rd positions for cello and bass
  - E 3.4.2 Demonstrate the use of extensions for cello
  - E 3.4.3 Perform the finger patterns and scales appropriate to their instrument in the keys of A, and F Major, 1 octave, and all previously learned scales using the following bowing: ascending, 2 slurred, 2 separate descending, 4 slurred (SOL – IB.6, II.6)
- 3.5 Demonstrate the ability to identify discrepancies in intonation
  - E 3.5.1 Identify whether a pitch is sharp or flat from a given pitch
- 3.6 Demonstrate the ability to begin making appropriate tuning adjustments on the instrument
  - E 3.6.1 Demonstrate the ability to begin tuning adjustments on their instruments (SOL – IB.3)

- 3.7 Identify and imitate simple dictated rhythmic figures  
 E 3.7.1 Play back rhythmic figures as dictated by the director

**ENSEMBLE PERFORMANCE SKILLS**

- 3.8 Participate in ensemble experiences (SOL – IB.11, II.11, II.10)  
 E 3.8.1 Participate in rehearsals  
 E 3.8.2 Participate in performances  
 E 3.8.3 Respond to appropriate conducting gestures

- E 3.8.4 Demonstrate an awareness of balance, blend, dynamic levels, phrasing tempo modification, and intonation  
 E 3.8.5 Demonstrate appropriate concert and rehearsal etiquette  
 E 3.8.6 Participate in cross-disciplinary or co-curricular activities (SOL – IB.22)

**LITERATURE**

- 3.9 Demonstrate appropriate knowledge of musical repertoire  
 E 3.9.1 Perform repertoire appropriate to C competency level



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

**MISSION STATEMENT**

**The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

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