



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

***Department of Teaching & Learning***  
***Parent/Student Course Information***

***Advanced Orchestra***  
***(MU 9239)***  
***One Credit Per Year***  
***Grades 9-12***

*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**

This course gives students the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with advanced performance literature. Students become acquainted with the great heritage of symphonic literature. After-school rehearsals and performances are required of all students. Membership is based on ability, interest, and experience and requires the director's approval. Content in this course changes annually; therefore, this course may be repeated.

The standards for High School Instrumental Music, Advanced Level enable students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, and arpeggios in more complex rhythmic patterns. Through playing, improvising, and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 4 and 5 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. They discuss relationships between musical concepts and the concepts of other disciplines, and they are involved in exploring various cultures, styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.

**PREREQUISITE**

Audition and/or director's approval

**OPTIONS FOR NEXT COURSE**

Continue to next ability level in the curriculum.

**REQUIRED STUDENT TEXTBOOK**

Muller-Rusch String Method Book 3, 4 & 5

Essentials for Strings: A Systematic Approach to Technical Development

Excellence in Theory, Book 2 & 3 for *Nowlin & Pearson*

***VIRGINIA BEACH STANDARDS AND OBJECTIVES  
FOR ADVANCED ORCHESTRA***

**MUSIC THEORY/LITERACY**

- HIAD.1 The student will read and notate music, including
1. Identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
  2. Singing assigned parts while others sing or play contrasting parts from the music being studied.
- HIAD.2 The student will read, analyze, perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Levels 4 and 5.
- HIAD.3 The student will identify and notate all key signatures.
- HIAD.4 The student will read, notate, and perform all ascending and descending major scales as per VBODA All-Virginia audition requirements, as well as selected minor scales.
- HIAD.5 The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All-Virginia audition requirements.
- HIAD.6 The student will identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.
- HIAD.7 The student will use music composition as a means of expression by
1. Composing a rhythmic-melodic variation; and
  2. Notating the composition in standard notation, using contemporary technology.
- HIAD.8 The student will apply and differentiate music terminology found in the music literature being studied.
- HIAD.9 The student will improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
- HIAD.10 The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.

**PERFORMANCE**

- HIAD.11 The student will demonstrate preparatory procedures for playing, including
1. Procedures for care and basic maintenance of the instrument;
  2. Describing and demonstrating the process for tuning the instrument;
  3. Identifying and repairing minor problems of the instrument;
  4. Analyzing, describing, and demonstrating proper posture, instrument position, and hand positions;
  5. Wind student—analyzing, describing, and demonstrating proper embouchure; and
  6. Identifying intonation problems within the ensemble, and providing a solution.
- HIAD.12 The student will demonstrate and describe proper instrumental techniques, including
1. Adjusting and perfecting intonation while playing;
  2. Producing tones that are clear, free of tension, sustained, and unwavering in pitch;
  3. Describing and demonstrating contrasting articulations in the music literature being studied;
  4. Using vibrato, alternate fingerings, trills, and grace notes when performing;
  5. Wind student—proper breathing techniques and embouchure; double-tongue and breath attacks;

6. String student—advanced tuning and artistic bowing techniques; shifting (violin or viola—up to fifth position; cello or bass—up to thumb position); playing double stops; and
7. Percussion student—advanced techniques; 40 standard rudiments and lesson 25, open-close-open, on snare drum (pas); three-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on three or four drums; tuning drums to reference pitches; making changes during performance.

HIAD.13 The student will demonstrate, describe, and analyze ensemble skills at an advanced level, including

1. Balancing and blending instrumental timbres;
2. Making adjustments to facilitate correct intonation;
3. Matching dynamic levels and playing style;
4. Responding to advanced conducting patterns and gestures;
5. Demonstrating conducting patterns and gestures; and
6. Maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

HIAD.14 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 4 and 5.

HIAD.15 The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.

HIAD.16 The student will create and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression, using call-and-response and improvisation.

HIAD.17 The student will perform accompanying harmonies and/or counter melodies to a given melody.

HIAD.18 The student will demonstrate musicianship and personal engagement by

1. Making adjustments to facilitate correct intonation;
2. Identifying and producing the characteristic sound of the instrument being studied;
3. Monitoring individual practice with a level of refinement that reflects advanced musical goals;
4. Participating in curricular and co-curricular events (e.g., concerts, other performances) in ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles, and All-County, All-District, All-Region, and All-Virginia events; and
5. Analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

HIAD.19 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.

## **MUSIC HISTORY AND CULTURAL CONTEXT**

HIAD.20 The student will explore historical and cultural aspects of music by

1. Analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. Comparing and contrasting a variety of musical periods and styles, using music terminology;
3. Analyzing the characteristics of instrumental music from a variety of cultures;
4. Describing opportunities for music performance and advocacy within the community;
5. Researching career options in music;
6. Explaining the relationship of instrumental music to other fields of knowledge;
7. Researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
8. Consistently demonstrating exemplary concert etiquette as an active listener.

## **ANALYSIS, EVALUATION, AND CRITIQUE**

HIAD.21 The student will analyze and evaluate music by

1. Comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
2. Examining ways in which personal experiences influence critical judgment about works of music and musical performances;
3. Applying accepted criteria for analyzing and evaluating works of music;
4. Assessing performances of music, using music terminology; and
5. Applying accepted criteria for critiquing musical performances of self and others.

## **AESTHETICS**

HIAD.22 The student will investigate aesthetic concepts related to music by

1. Analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;
2. Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
3. Explaining the value of musical performance to society.

Dr. Aaron C. Spence, Superintendent  
Virginia Beach City Public Schools  
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Produced by the Department of Teaching and Learning.  
For further information please call (757) 263-1070.

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