



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

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

***Beginning Orchestra***  
***Grades 9-12***  
***One Credit Per Year***  
***(MU 9237)***

*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 orchestra is designed to meet the needs of students wishing to play a string orchestra instrument. Attention is focused on the production of basic rhythms and the understanding of tone production, basic notation, and music fundamentals. Beginning students are expected to furnish their own instruments. No previous experience is required.

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students demonstrate proper care of the instrument and become familiar with the nomenclature of the instrument. They demonstrate basic positions, fingerings, and tone production, and they count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. Students may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local, district, and regional events.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Intermediate Orchestra

**REQUIRED STUDENT TEXTBOOK**

Muller-Rusch String Method Book 3

Excellence in Theory, Book 1 for *Nowlin & Pearson*

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

**MUSIC THEORY/LITERACY**

- HIB.1 The student will echo, read, and notate music, including
1. Identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
  2. Singing selected lines from music being studied.
- HIB.2 The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
- HIB.3 The student will identify and demonstrate half-step and whole-step patterns.
- HIB.4 The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C,  $\frac{6}{8}$ ).
- HIB.5 The student will identify and notate key signatures of scales and literature being performed.
- HIB.6 The student will read, notate, and perform scales, including
1. Wind/mallet student—one-octave ascending and descending concert C, F, B-flat, E-flat, A-flat, and G major scales; G harmonic minor scale; a chromatic scale; and
  2. String student—one-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale.
- HIB.7 The student will identify and perform music written in binary, ternary, and theme-and-variations forms.
- HIB.8 The student will use music composition as a means of expression by
1. Composing a four-measure rhythmic-melodic variation; and
  2. Notating the composition in standard notation, using contemporary technology.
- HIB.9 The student will define and apply music terminology found in the music literature being studied.

**PERFORMANCE**

- HIB.10 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. Identification and selection of an appropriate instrument;
  2. Identification of the parts of the instrument;
  3. Procedures for care of the instrument;
  4. Proper playing posture and instrument position;
  5. Wind student—embouchure;
  6. String student—bow hold and left-hand position; and
  7. Percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
- HIB.11 The student will demonstrate proper instrumental techniques, including
1. Finger/slide placement, using finger/slide patterns and fingerings/positions;
  2. Matching pitches and beginning to make adjustments to facilitate correct intonation;
  3. Production of tones that are clear, free of tension, and sustained;
  4. Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);

5. String student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs); and
6. Percussion student—stick control and performance of multiple bounce roll, 5-stroke roll, 9-stroke roll, flam, drag, flam tap, single paradiddle, and double paradiddle, open-close-open, on snare drum (from percussive arts society [pas] international drum rudiments); stick control with mallets, using appropriate grip.

HIB.12 The student will demonstrate ensemble skills at a beginning level, including

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

HIB.13 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

HIB.14 The student will use articulations, dynamic contrasts, and phrasing as means of expression.

HIB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.

HIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.

HIB.17 The student will demonstrate musicianship and personal engagement by

1. Identifying the characteristic sound of the instrument being studied;
2. Monitoring individual practice through the use of practice records or journals that identify specific musical goals;
3. Participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; and
4. Describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

HIB.18 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 0–2.

## **MUSIC HISTORY AND CULTURAL CONTEXT**

HIB.19 The student will explore historical and cultural aspects of music by

1. Identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. Describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;
3. Describing the relationship of instrumental music to the other fine arts and other fields of knowledge;
4. Describing career options in music;
5. Describing ethical standards as applied to the use of social media and copyrighted materials; and
6. Demonstrating concert etiquette as an active listener.

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

HIB.20 The student will analyze and evaluate music by

1. Describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
2. Describing and interpreting works of music, using inquiry skills and music terminology;
3. Describing accepted criteria used for evaluating works of music;
4. Describing performances of music, using music terminology; and
5. Describing accepted criteria used for critiquing musical performances of self and others.

## **AESTHETICS**

HIB.21 The student will investigate aesthetic concepts related to music by

1. Proposing a definition of *music* and supporting that definition;
2. Identifying reasons for preferences among works of music, using music terminology;
3. Identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;
4. Describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and
5. Explaining the value of musical performance to the school community.

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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