



Curriculum Map



Sequence



Supports



Feedback

HS Intermediate Orchestra

Code Orchestra 2, 3, 4, 5H (9th, 10th, 11th or 12th grade)

Course:

[HS Orchestra 2 CPALMS Course Description](#)

[HS Orchestra 3 CPALMS Course Description](#)

[HS Orchestra 4 CPALMS Course Description](#)

[HS Orchestra 5H CPALMS Course Description](#)

Method book recommendations:

- Essential Elements for Strings Books 1 and 2
- Sound Innovations for String Orchestra Books 1 and 2
- New Directions for Strings Books 1 and 2

End of Year Literature Goals: Performing between grade 3-3.5

Quarter	Unit	IG	Topic Name	Standards	
First Quarter	Establish/review		Class Procedure, Instrument Set-Up, Care, and Maintenance	MU.912.S.3.2	
			Posture and Positioning		
	Notation & Rhythm		Introducing Subdividing & Review Basic Music Literacy		
	Pitch matching and tuning		Pitch differentiation, matching with section, tuning in 5ths (basses tuning with harmonics)		
	Tone		Differentiating mature vs. immature tonal quality		
	Bow distribution		Reinforcing bow arm shapes and bow usage distribution (whole bow, lower half, upper half, middle)		
			Applying bow distributions concepts to repertoire		
	Scale Repertoire		Developing Scale Repertoire through 3-sharps /3-flats MAJOR 2 octaves (Learning 3 octaves; Bass 2 octaves optional)		MU.68.S.3.1 MU.68.S.3.2
			Introduction to Melodic Minor scales (1 octave; 2 octaves learning)		MU.68.S.3.6 MU.912.O.1.1
			Chromatic Scale		MU.912.O.3.2 MU.912.S.3.2
			Key changes in a piece		MU.68.S.3.2
	Repertoire		Perform and notate, independently and accurately, melodies by ear.		MU.912.S.1.4
			Sight-read music accurately and expressively to show synthesis of skills.		MU.912.S.3.2
			Interpret and apply expressive elements indicated by the musical score and/or conductor.		MU.912.O.3.2
		Assess the application of skills and techniques in repertoire	MU.912.S.3.4		
Second Quarter	Shifting		Introducing upper positions (3rd for upper strings, 4th for cellos/bass)	MU.912.S.3.5	
			Application of shifting (to repertoire)	MU.912.S.3.1	
	Conducting patterns		Following conducting patterns in 2, 3, and 4	MU.68.S.3.2	
	Advanced rhythms		Dotted quarter and eighth notes, eighth+sixteenth notes, syncopation, triplets		



	Time signatures	Cut time; 6/8	
	Vibrato	Intro to vibrato; applying shifting movement to smaller scale, opening from the arm, relaxed technique	
Third Quarter	Preparing Music for Performance	Transfer skills and styles to contrasting music genres.	MU.912.O.2.1
		MPA Preparations (if applicable)	MU.912.O.1.1 MU.912.O.3.1 MU.912.O.3.2 MU.912.S.2.2 MU.912.S.3.1 MU.912.S.3.4
		Sight Reading skills; STARS	MU.912.S.3.2 MU.912.S.3.4
	Scale Repertoire	Reinforce Major and (Melodic) minor Scale Repertoire through 3 #s/bs (2 octaves; bass 1 octave, 2 octave optional)	MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.6 MU.912.O.1.1 MU.912.O.3.2 MU.912.S.3.2
		Key changes in a piece	MU.68.S.3.2
	Apply Expanded Performance Skill	Self-Reflection and Assessment of performances	MU.68.C.2.1 MU.68.C.2.2
		Rehearsal Strategies/Concert Preparation; Dynamics (cresc/decr/mf/mp/ff/pp/sfz/dim); intervals, ritardando, tempo markings, fermata	MU.68.C.1.1 MU.68.C.1.2 MU.68.C.2.1 MU.68.C.2.2 MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1
Fourth Quarter	Shifting	Refining upper positions (3rd for upper strings, 4th for cellos/bass)	MU.912.S.3.4
		Application of shifting (to repertoire)	
	Vibrato	Refining vibrato; applying shifting movement to smaller scale, opening from the arm, relaxed technique	
	Chromatic Scales	Chromatic scale; enharmonics (whole vs half relationships)	
		<p>By the end of the year: students should be proficient at note recognition, Proficient sight reading through grades 2-3, shifting through 3rd position (upper string instruments), 4th position (lower string instruments),</p> <p>Major and (melodic) minor scales up to 3-sharps/ 3-flats (2 octaves; 1 octave bass, opt. 2 octaves) play the chromatic scale, developing vibrato, mature use of tone, intonation and pitch matching</p>	

*The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling** and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.

