

**SOA Orchestra Objectives**  
**Cross-Curriculum**

- I. By the end of the fifth grade (first year) the student should be able to successfully demonstrate the following:
1. The importance of developing good listening skills.
  2. How to follow instructions.
  3. How to stand/ sit in chair properly.
  4. Correct classroom behavior for an orchestra class involving motion and activity.
  5. Getting needed materials to class (instrument, music, pencil, shoulder rest, cello belt, rock stop, rosin, soft cloth, etc.).
  6. The correct position for holding the instrument and bow; concert rest position.
  7. How to count out loud.
  8. How to keep eyes on music and train eyes to follow music.
  9. To recognize clef sign.
  10. To recognize key signatures (D Major, G Major).
  11. To recognize time signatures (4/4, 2/4, 3/4).
  12. To recognize quarter note and rest, half note and rest, eighth note and rest, whole note and rest, dotted half note and rest.
  13. To recognize and understand down-bow, up-bow, and the appropriate symbols.
  14. First finger pattern introduced on the D and A strings (violin/viola: 1-high2-3; cello: 1-3-4; bass: 1-4).
  15. The use of pizzicato to play simple songs so they are recognizable.
  16. To use straight bow stroke from middle to tip of bow with a strong sound.
  17. To understand the dynamics forte and piano.
  18. To recognize and play notes on the A, D, and G strings (all instruments).
  19. C string notes (cello, viola) and E string notes (violin and bass).
  20. The parts of the instrument and bow.
- II. By the end of the sixth grade (second year) the student should be able to successfully demonstrate the following:
1. The importance of retaining all of the skills listed above.
  2. Become more comfortable with instrument position and bow hold.
  3. How to slur with ease and without confusion.
  4. Further develop ability in string crossing.
  5. Strengthen left hand and finger agility.
  6. Play C natural and F natural.
  7. Recognize rhythmic notation involving quarter note, eighth note, half note, whole note, dotted half note, and the corresponding rests.
  8. Recognize whole and half steps.
  9. Bowing techniques: detache, staccato, legato, marcato, spiccato, tremolo, slurring 3 or more notes in a bow.
  10. Time signatures (4/4, 2/4, 3/4, 6/8)
  11. Be able to follow a conductor's beat pattern.

12. Tune the instrument by each string.
13. New keys: C Major, F Major, A Major.
14. Begin extensions in cello and bass.
15. Develop fourth finger in violin and viola.
16. Beginning mixed bowings.
17. Bow with a strong sound and straight bow, and be able to use all parts of the bow.
18. Bow in same direction as other members of one's section.
19. Recite note names fluently for all music played.
20. Correct concert and performance behavior.

III. By the end of the seventh grade (third year) the student should be able to successfully demonstrate the following:

1. Count and play dotted rhythms.
2. Change keys within a piece.
3. Change meter within a piece.
4. Understand and be able to define a major scale.
5. Distinguish major and minor keys.
6. Ability to play in half position and beginning to play in third position.
7. Keys: all previous keys and F Major, Bb Major.
8. Further develop bowing techniques (sul tasto, sul ponticello, loure, col legno, martele, sostenuto).
9. Understand importance of dynamics.
10. Identify the following symbols and know the words they stand for: p, f, pp, ff, mf, mp, >, <, rit.
11. Beginning vibrato.
12. Orchestral pieces that reinforce group playing and concepts already learned.

IV. By the end of the eighth grade (fourth year) the student should be able to successfully demonstrate the following:

1. Further develop music vocabulary.
2. Classify vocabulary words into the following categories: tempo, dynamics, articulation, mood.
3. Play two octave scales for the following keys: C, G, D, A, E, F, Bb, Eb, Ab Major.
4. Understand finger patterns and know how and when to use the different patterns.
5. Understand the complications and special problems involved when using the different finger patterns.
6. Further develop third position and know when third position should be used.
7. Further develop bowing technique.
8. Understand modulation and be able to modulate from a major to a minor key.
9. Develop the ability to have fingers down on two strings at once.
10. Be able to tune instrument rapidly.
11. Be exposed to careers in music.

12. Enjoy and participate in music activities in the community.

IV. Orchestra students in grades 9-12 will;

1. Work on three octave scales in the following keys:  
C, G, D, A, F, Bb, Eb, Ab Major. (Standard(s) II...E)
2. Work on three octave relative minor scales for all of the above keys.  
(Standard(s) II...E)
3. Understand the circle of fifths. (Standard(s) V...C)
4. Know all major and minor keys. (Standard(s) II...E)
5. Play and identify the following intervals:  
octave, P4, P5, M2, m2, M3, m3, M6, m6, M7, m7.  
(Standard(s) V...B, C)
6. Further develop musical vocabulary including Italian, German,  
and French. (Standard(s) V...C, VII...A)
7. Work on vibrato (should be fairly well developed by the end of the  
senior year). (Standard(s) II...A, B, V...B)
8. Experience quartet and ensemble playing. (Standard(s) II...A, B, V...B)
9. Participate and experience full orchestral playing.  
(Standard(s) II...A, B, V...B)
10. Develop orchestral bowing technique in relation to a particular rhythm,  
dynamic and tempo marking. (Standard(s) II...A, B, V...B, C)
11. Re-string the instrument correctly.
12. Continue bow studies : slurred staccato, more complex mixed bowings.
13. Work on position playing (3<sup>rd</sup>, 2<sup>nd</sup>, 1/2, 5<sup>th</sup>, 7<sup>th</sup> violin/viola;  
4<sup>th</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 1/2 with extensions for cello). (Standard(s) II...A,B)
14. Experience modern cross-rhythms. (Standard(s) V...A)
15. Compose short pieces within specific guidelines. (Standard(s) IV...A)
16. Arrange simple pieces for instruments other than those for which the  
pieces were written. (Standard(s) IV...A)
17. Improvise rhythmic and melodic variations. (Standard(s) IV...A)
18. Experience solo playing with accompaniment. (Standard(s) II...C)
19. Continue general review of all string playing techniques.
20. Know the basic musical periods and identify composers and style  
characteristics of each period (Baroque, Classical, Romantic,  
Nationalist, Impressionist, Contemporary.  
(Standard(s) VI...A, B, C, IX...A, B)