

**First Six Weeks****I. PERFORMANCE SKILLS****A. Vocabulary**

1. Identify, define, differentiate, and demonstrate *detache*
2. Identify, define, differentiate, and demonstrate *legato*
3. Identify, define, differentiate, and demonstrate *spiccato*
4. Identify, define, differentiate, and demonstrate *slurred staccato*
5. Recognize, define, distinguish, and illustrate *pianissimo*
6. Recognize, define, distinguish, and illustrate *fortissimo*
7. Recognize, define, distinguish, and illustrate *sforzando*
8. Recognize, define, distinguish, and illustrate *subito*
9. Recognize, define, and perform octave
10. Recognize, define, and perform enharmonic
11. Recognize, define, and perform fugue
12. Identify, define, and apply leading tone
13. Identify and define *tempo primo*
14. Identify and define *tacet*
15. Identify and define form

**B. Rhythm**

1. Identify and perform off beats
2. Differentiate and play different rhythmic variations of:
  - a. eighth note, sixteenth note and eighth note patterns
  - b. eighth rest and sixteenth note patterns

**C. Ear Training**

1. Observe and apply tuning skills
  - a. identify like pitches that are in tune or out of tune
  - b. discriminate open strings in or out of tune
  - c. demonstrate the ability to physically tune each string with fine tuners
  - d. demonstrate ability to physically tune string in guided tuning with pegs
2. Recognize, compare and contrast style characteristics:
  - a. Baroque: Fugue
  - b. Classical: Sonata-allegro form (4<sup>th</sup> year)
3. Critique recorded or live performance

**D. Pitch**

1. Practice and perform major scales
2. Demonstrate ability to adjust pitch within each section of ensemble

**E. Tone**

1. Develop pure, clean tone in higher register
2. Replace open string timbre with fingered alternate when appropriate
3. Incorporate and demonstrate dynamic contrasts to enhance interpretative or stylistic devices
4. Demonstrate characteristic tone colors as appropriate to style periods and interpretation (3<sup>rd</sup> year +)
5. Use vibrato for a consistently warm tone (2<sup>nd</sup> year +)
6. Use a varied vibrato as an interpretative or stylistic device (3<sup>rd</sup> year +)

**First Six Weeks**

- F. Technique
    - 1. Differentiate, practice, and demonstrate detache
    - 2. Differentiate, practice, and demonstrate legato
    - 3. Differentiate, practice, and demonstrate spiccato
    - 4. Differentiate, practice, and demonstrate slurred staccato
    - 5. Distinguish and demonstrate pianissimo
    - 6. Distinguish and demonstrate fortissimo
    - 7. Distinguish and demonstrate sforzando
    - 8. Distinguish and demonstrate subito
    - 9. Recognize and perform octave
    - 10. Recognize and perform enharmonic
    - 11. Develop facility of shifting and apply to other works
    - 12. Develop facility in position necessary for required scales and assimilate to other works
    - 13. Use vibrato for a consistently warm tone (2<sup>nd</sup> year +)
    - 14. Use a varied vibrato as an interpretative or stylistic device (3<sup>rd</sup> year +)
    - 15. Interpret and incorporate proper phrasing for stylistic purposes
  - G. Instrument Maintenance
    - 1. Display and practice proper cleaning of instrument to maintain good playing condition
    - 2. Identify and maintain previous knowledge of proper care
    - 3. Maintain proper storage for protection of instrument's condition
  - H. Ensemble
    - 1. Demonstrate and execute different entrances within pieces (fugue)
    - 2. Exhibit skills of following the leader through listening and watching
  - I. Harmony
    - 1. Demonstrate ability to adjust pitch within each section of ensemble
    - 2. Demonstrate ability to adjust intonation within harmony
  - J. Music Reading
    - 1. Demonstrate and apply musical terms in other works
    - 2. Identify and perform off beats
    - 3. Differentiate and play different rhythmic variations of:
      - a. eighth note, sixteenth note and eighth note patterns
      - b. eighth rest and sixteenth note patterns
  - K. Vocalization
    - 1. Sing major and minor scales
    - 2. Demonstrate an understanding of musical devices through singing
  - L. Improvisation/Composition
    - 1. Create a short piece assimilating selected musical devices
    - 2. Improvise using different rhythmic variations
- II. ANALYSIS/RESPONSE**
- A. Class Participation Responsibilities
    - 1. Identify and bring the materials and equipment necessary for effective class participation
  - B. Attendance
    - 1. Attend every class at the appropriate time
  - C. Practice Responsibilities
    - 1. Show good practice habits
  - D. Self-Evaluation
    - 1. Evaluate personal performance

**First Six Weeks**

- E. Adjudication Requirements
  - 1. Define and discuss adjudication criteria
- F. Music Preparations
  - 1. Practice music for proper preparation of required events
    - a. All-City music

**III. HISTORY/CULTURE**

- A. Style Characteristic Forms
  - 1. Identify, recognize, compare and contrast different style characteristic forms
    - a. Baroque: Fugue
    - b. Classical: Sonata-Allegro

**Second Six Weeks****I. PERFORMANCE SKILLS**

- A. Vocabulary
  - 1. Identify, define, and illustrate vibrato
  - 2. Identify, define, and illustrate trills
  - 3. Recognize, define, and demonstrate double stops
  - 4. Recognize and define double flats
  - 5. Recognize and define double sharps
  - 6. Identify and define sostenuto
  - 7. Identify and define tenuto
  - 8. Identify and define minuet and trio form
- B. Rhythm
  - 1. Identify and apply shorthand notation
  - 2. Recognize and perform in 12/8 meter
    - a. counting in 4
    - b. counting in 12
  - 3. Identify and perform sextuplets
  - 4. Recognize and perform triplet
- C. Ear Training
  - 1. Observe and apply tuning skills
    - a. identify like pitches that are in tune or out of tune
    - b. discriminate open strings in or out of tune
    - c. demonstrate the ability to physically tune each string with fine tuners
    - d. demonstrate ability to physically tune string in guided tuning with pegs
  - 2. Discriminate between certain intervals
    - a. perfect 4th
    - b. perfect 5th
  - 3. Recognize interpret, and identify different style characteristics in a recorded or live performance
    - a. Medieval/Renaissance
    - b. Classical: Minuet and trio form (4<sup>th</sup> year)
  - 4. Critique recorded or live performance

**Second Six Weeks**

- D. Pitch
  - 1. Practice and perform major scales
  - 2. Demonstrate ability to adjust pitch within each section of ensemble and harmony
  - 3. Demonstrate ability to play perfect 4ths and perfect 5ths double stops
  - 4. Recognize and demonstrate ability to read and play in different clefs (viola, cello, and bass)
- E. Tone
  - 1. Develop pure, clean tone in higher register
  - 2. Replace open string timbre with fingered alternate when appropriate
  - 3. Use vibrato for a consistently warm tone
  - 4. Use a varied vibrato as an interpretive or stylistic device
  - 5. Incorporate and demonstrate dynamic contrasts to enhance interpretive or stylistic devices
  - 6. Demonstrate characteristic tone colors as appropriate to style periods and interpretation
- F. Technique
  - 1. Differentiate, practice, and demonstrate sostenuto
  - 2. Differentiate, practice, and demonstrate tenuto
  - 3. Practice, play and use vibrato for a consistently warm tone
  - 4. Use a varied vibrato as an interpretative or stylistic device
    - a. arm
    - b. wrist
    - c. finger
  - 5. Practice and play trills
  - 6. Perform double stops
  - 7. Develop facility of shifting and apply to other works
  - 8. Develop facility in position necessary for required scales and assimilate to other works
- G. Instrument Maintenance
  - 1. Display and practice proper cleaning of instrument to maintain good playing condition
  - 2. Identify and maintain previous knowledge of proper care
  - 3. Maintain proper storage for protection of instrument's condition
  - 4. Discuss and practice periodic shop maintenance
    - a. changing of strings
    - b. rehairing bows
- H. Ensemble
  - 1. Exhibit skills of following the leader through listening and watching
- I. Harmony
  - 1. Demonstrate ability to adjust pitch within each section of ensemble
  - 2. Demonstrate ability to adjust intonation within harmony
- J. Music Reading
  - 1. Demonstrate and apply musical terms in other works
  - 2. Identify and perform music with shorthand rhythmic notation
  - 3. Differentiate and play different rhythmic variations of:
    - a. Sextuplets
    - b. Triplets
  - 4. Recognize and perform in different meters
    - a. 12/8 meter in 4
    - b. 12/8 meter in 12

**Second Six Weeks**

- K. Vocalization
  - 1. Sing major and minor scales
  - 2. Demonstrate an understanding of musical devices through singing
- L. Improvisation/Composition
  - 1. Create a short piece assimilating selected musical devices
  - 2. Improvise using different rhythmic variations

**II. ANALYSIS/RESPONSE**

- A. Class Participation Responsibilities
  - 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Attendance
  - 1. Attend every class at the appropriate time
- C. Practice Responsibilities
  - 1. Show good practice habits
- D. Performances
  - 1. Participate in required performances
- E. Self-Evaluation
  - 1. Evaluate personal performance
- F. Music Preparation
  - 1. Practice music for proper preparation of required events
    - a. All-City music
    - b. All-West audition music

**III. HISTORY/CULTURE**

- A. Style Characteristics
  - 1. Identify, recognize, compare and contrast style characteristics
    - a. Medieval
    - b. Renaissance
    - c. Classical: Minuet and Trio
- B. Parallel 4ths and 5ths
  - 1. Identify and apply parallel 4ths and 5ths from Renaissance/Medieval periods

**Third Six Weeks****I. PERFORMANCE SKILLS**

- A. Vocabulary
  - 1. Identify and define *martele*
  - 2. Identify and define *marcato*
  - 3. Identify and define *triad*
  - 4. Identify and define *attacca*
  - 5. Identify and define *simile*
  - 6. Identify and define *grave*
  - 7. Identify and define *concerto*
  - 8. Identify and define *concertato*
  - 9. Identify and define *ripieno*
  - 10. Identify and define *concerto grosso*

**Third Six Weeks**

11. Identify and define agitato
  12. Identify and define turns
  13. Define and recognize rondo
- B. Rhythm**
1. Identify and perform in different meters:
    - a. 5/4 meter
    - b. 3/2 meter
    - c. 4/2 meter
  2. Differentiate and play different rhythmic variations:
    - a. Sixteenth note sextuplets in 1
    - b. Sixteenth note sextuplets divided into triplets
- C. Ear Training**
1. Observe and apply tuning skills
    - a. identify like pitches that are in tune or out of tune (sharp or flat)
    - b. discriminate open strings in or out of tune
    - c. demonstrate the ability to physically tune each string with fine tuners
    - d. demonstrate ability to physically tune string in guided tuning with pegs
  2. Recognize and identify style characteristics in a recorded or live performance
    - a. Baroque: terraced dynamics (4<sup>th</sup> year)
    - b. Classical: Minuet and Trio; Rondo (4<sup>th</sup> year)
  3. Critique recorded or live performance
- D. Pitch**
1. Practice and perform major scales
  2. Demonstrate ability to adjust pitch within each section of ensemble
  3. Practice and perform major and minor arpeggios
  4. Recognize and demonstrate ability to read and play in different clefs: viola, cello, and bass
- E. Tone**
1. Develop pure, clean tone in higher register
  2. Replace open string timbre with fingered alternate when appropriate
  3. Demonstrate and incorporate dynamic contrasts to enhance interpretative or stylistic devices
  4. Demonstrate characteristic tone colors as appropriate to style periods and interpretation
  5. Use vibrato for a consistently warm tone
  6. Use a varied vibrato as an interpretative or stylistic device
- F. Technique**
1. Differentiate, practice, and demonstrate martele
  2. Differentiate, practice, and demonstrate marcato
  3. Differentiate, practice, and demonstrate attacca
  4. Develop facility of shifting and apply to other works
  5. Develop facility in position necessary for required scales and assimilate to other works
  6. Use vibrato for a consistently warm tone (2<sup>nd</sup> year +)
  7. Use varied vibrato as an interpretative or stylistic purposes
  8. Interpret and incorporate proper phrasing for stylistic purposes
- G. Instrument Maintenance**
1. Display and practice proper cleaning of instrument to maintain good playing condition
  2. Identify and maintain previous knowledge of proper care

**Third Six Weeks**

- H. Ensemble
  - 1. Execute playing rhythms with precision and uniformity
  - 2. Learn to follow the conductor
  - 3. Demonstrate and execute different entrances within pieces
  - 4. Demonstrate and incorporate dynamic contrasts to enhance interpretative or stylistic devices and maintaining a balance with respect of artistic expression of the conductor and/or composer
  - 5. Compare and contrast stylistic playing of different ensembles:
    - a. concerto grosso
    - b. large ensemble
  - 6. Illustrate cueing in ensemble playing
  - 7. Demonstrate leading in ensemble playing
  - 8. Interpret written and unwritten dynamic levels in good ensemble balance
- I. Harmony
  - 1. Listen and modify balance within ensemble
  - 2. Demonstrate adjustment of intonation with harmony
- J. Music Reading
  - 1. Demonstrate and apply musical terms in other works
  - 2. Demonstrate accuracy of technique in changing meters
  - 3. Identify and perform in different rhythmic variations with sixteenth note sextuplets
- K. Vocalization
  - 1. Sing major scales
  - 2. Sing major and minor arpeggios
  - 3. Demonstrate an understanding of musical devices through singing
- L. Improvisation/Composition
  - 1. Create a short piece assimilating selected musical devices
  - 2. Improvise using different rhythmic variations

**II. ANALYSIS/RESPONSE**

- A. Class Participation Responsibilities
  - 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Attendance
  - 1. Attend every class at the appropriate time
- C. Practice Responsibilities
  - 1. Show good practice habits
- D. Self-Evaluation
  - 1. Evaluate personal performance
- E. Music Preparation
  - 1. Practice music for proper preparation of required events
    - a. Holiday concert music
    - b. All-West orchestra audition pieces
- F. Concert Attendance and Etiquette
  - 1. Attend and document concerts and practice concert etiquette

**Third Six Weeks****III. HISTORY/CULTURE****A. Forms**

1. Distinguish and analyze different forms
  - a. Minuet and Trio
  - b. Rondo
  - c. Concerto
  - d. Concertato
  - e. Concerto grosso

**B. Style Characteristics**

1. Identify, recognize, compare and contrast style characteristics (3<sup>rd</sup> year +)
  - a. Baroque turns
  - b. Classical turns

**Fourth Six Weeks****I. PERFORMANCE SKILLS****A. Vocabulary**

1. Recognize, define, and demonstrate tremolo
  - a. measured
  - b. unmeasured
2. Identify, define and illustrate balance
3. Recognize, define and incorporate tutti
4. Recognize, define and incorporate soli
5. Recognize, define and incorporate solo
6. Define and apply dolce
7. Define and apply rubato
8. Define and apply cantabile
9. Identify, define, and demonstrate sul ponticello
10. Identify, define, and illustrate glissando

**B. Rhythm**

1. Differentiate and play dotted rhythm
2. Discriminate and demonstrate different types of tremolos
  - a. measured
  - b. unmeasured
3. Discriminate and perform in different meters
  - a. 5/4 meter
  - b. 9/8 meter
  - c. 3/8 meter

**C. Ear Training**

1. Observe and apply tuning skills
  - a. Identify like pitches that are in tune or out of tune
  - b. Discriminate open strings in or out of tune
  - c. Demonstrate ability to physically tune each string with fine tuners
  - d. Demonstrate ability to physically tune string in guided tuning with pegs
2. Recognize and identify Baroque style characteristics in a recorded or live performance
3. Critique recorded or live performance

**Fourth Six Weeks**

- D. Pitch
  - 1. Practice and perform major and minor scales
  - 2. Demonstrate ability to adjust pitch within each section of ensemble
  - 3. Practice and perform major and minor arpeggios
  - 4. Recognize and demonstrate ability to read and play in different clefs ( viola, cello, and bass )
  - 5. Demonstrate ability to play perfect 4ths, perfect 5ths, and 6ths double stops
- E. Tone
  - 1. Develop pure, clean tone in higher register
  - 2. Incorporate and demonstrate dynamic contrasts to enhance interpretative or stylistic devices
  - 3. Demonstrate characteristic tone colors as appropriate to style periods and interpretation
  - 4. Develop varied vibrato as an interpretative or stylistic device
- F. Technique
  - 1. Differentiate, practice, and demonstrate tremolo
  - 2. Differentiate, practice and demonstrate sul ponticello
  - 3. Develop facility in position necessary for required scales and assimilate to other works
  - 4. Use vibrato for a consistently warm tone
  - 5. Develop and assimilate the kinaesthetic facility of shifting
  - 6. Practice and perform glissando
  - 7. Interpret and incorporate proper phrasing for stylistic purposes
  - 8. Discover, experiment, interpret, and perform Baroque improvisation
  - 9. Develop, perform and appropriately incorporate subito dynamics
- G. Instrument Maintenance
  - 1. Display and practice proper cleaning of instrument to maintain good playing condition
  - 2. Identify and maintain previous knowledge of proper care
- H. Ensemble
  - 1. Execute playing rhythms with precision and uniformity
  - 2. Learn to follow the conductor
  - 3. Demonstrate and execute different entrances within pieces
  - 4. Demonstrate and incorporate dynamic contrasts to enhance interpretative or stylistic devices and maintaining a balance with respect of artistic expression of the composer and/or conductor
  - 5. Compare and contrast stylistic playing of different ensembles
    - a. large ensemble
    - b. small ensemble
    - c. solo
  - 6. Interpret written and unwritten dynamic levels in good ensemble balance
- I. Harmony
  - 1. Listen and modify balance within ensemble
  - 2. Demonstrate adjustment of intonation with harmony
  - 3. Perform in more remote keys
- J. Music Reading
  - 1. Demonstrate and apply musical terms in other works
  - 2. Identify and perform in different meters
    - a. 5/4 meter
    - b. 9/8 meter
    - c. 3/8 meter
  - 3. Discriminate and play different rhythmic variations with dotted rhythms

**Fourth Six Weeks**

- K. Vocalization
  - 1. Sing major and minor scales
  - 2. Sing major and minor arpeggios
  - 3. Demonstrate an understanding of musical devices through singing
- L. Improvisation/Composition
  - 1. Create a short piece assimilating selected musical devices
  - 2. Improvise using different rhythmic variations

**II. ANALYSIS/RESPONSE**

- A. Class Participation Responsibilities
  - 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Attendance
  - 1. Attend every class at the appropriate time
- C. Practice Responsibilities
  - 1. Show good practice habits
- D. Self-Evaluation
  - 1. Evaluate personal performance
- E. Music Preparation
  - 1. Practice music for proper preparation of required events
    - a. Concert festival music
    - b. Solo and Ensemble contest music

**III. HISTORY/CULTURE**

- A. Baroque Improvisation
  - 1. Identify and recognize Baroque improvisation
- B. Classical Style Characteristics
  - 1. Classical style characteristics of certain forms
    - a. Minuet
    - b. Scherzo

**Fifth Six Weeks****I. PERFORMANCE SKILLS**

- A. Vocabulary
  - 1. Recognize, define, and illustrate grace notes
  - 2. Recognize, define and demonstrate syncopation
  - 3. Define and apply mosso
  - 4. Define and apply meno
  - 5. Define and apply piu
  - 6. Define and apply molto
  - 7. Define and demonstrate con sordino
  - 8. Define and illustrate senza sordino
  - 9. Identify, define, and demonstrate ricochet
  - 10. Identify, define and demonstrate flautando

**Fifth Six Weeks**

- B. Rhythm
  - 1. Demonstrate rhythmic accuracy while applying grace notes
- C. Ear Training
  - 1. Observe and apply tuning skills
    - a. Identify like pitches that are in tune or out of tune
    - b. Demonstrate ability to tune each string with fine tuners
    - c. Demonstrate guided tuning with pegs
  - 2. Recognize and identify Romantic style characteristics in recorded or live performance
  - 3. Listen, discriminate, and identify different style characteristics for different periods
  - 4. Critique recorded or live performance
- D. Pitch
  - 1. Practice and perform minor scales
  - 2. Demonstrate ability to adjust pitch within each section of ensemble
  - 3. Practice and perform major and minor arpeggios
  - 4. Practice and perform chromatic scales
  - 5. Demonstrate ability to play double stops (3rds, 4ths, 5ths, and 6ths)
- E. Tone
  - 1. Develop pure, clean tone in higher register
  - 2. Incorporate and demonstrate dynamic contrasts to enhance interpretative or stylistic devices
  - 3. Demonstrate characteristic tone colors as appropriate to style periods and interpretation
  - 4. Develop varied vibrato as an interpretative or stylistic device
- F. Technique
  - 1. Differentiate, practice, and demonstrate ricochet
  - 2. Differentiate, practice and demonstrate flautando
  - 3. Practice and perform grace notes
  - 4. Develop and assimilate the kinesthetic facility of shifting
  - 5. Develop facility in position necessary for required scales and assimilate to other works
  - 6. Use vibrato for a consistently warm tone
  - 7. Interpret and incorporate proper phrasing for stylistic purposes
- G. Instrument maintenance
  - 1. Display and practice proper cleaning of instrument to maintain good playing condition
  - 2. Identify and maintain previous knowledge of proper care
- H. Ensemble
  - 1. Execute playing rhythms with precision and uniformity
  - 2. Learn to follow the conductor
  - 3. Demonstrate and execute different entrances within pieces
  - 4. Compare and contrast stylistic playing of different ensembles
    - a. large ensemble
    - b. small ensemble
    - c. solo
  - 5. Demonstrate and incorporate dynamics contrasts to enhance interpretative or stylistic devices and maintaining a balance with respect of artistic expression of the composer and/or conductor
  - 6. Interpret written and unwritten dynamic levels in good ensemble balance
- I. Harmony
  - 1. Listen and modify balance within ensemble
  - 2. Demonstrate adjustment of intonation with harmony
  - 3. Perform in more remote keys

**Fifth Six Weeks**

- J. Music Reading
  - 1. Demonstrate and apply musical terms in other works
  - 2. Discriminate and play different rhythmic variations
- K. Vocalization
  - 1. Sing minor scales
  - 2. Sing major and minor arpeggios
  - 3. Demonstrate an understanding of musical devices through singing
- L. Improvisation/Composition
  - 1. Create a short piece assimilating selected musical devices
  - 2. Improvise using different rhythmic variations

**II. ANALYSIS/RESPONSE**

- A. Class Participation Responsibilities
  - 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Attendance
  - 1. Attend every class at the appropriate time
- C. Practice Responsibilities
  - 1. Show good practice habits
- D. Self-Evaluation
  - 1. Evaluate personal performance
- E. Music Preparation
  - 1. Practice music for proper preparation of required events
    - a. Concert festival music
    - b. Solo and ensemble contest music
    - c. End-of-the-year concert music

**III. HISTORY/CULTURE**

- A. Romantic Style Characteristics
  - 1. Identify and recognize romantic style characteristics
- B. 20<sup>th</sup> Century Style Characteristics and Devices
  - 1. Identify, recognize and apply 20<sup>th</sup> Century style characteristics and devices

**Sixth Six Weeks****I. PERFORMANCE SKILLS**

- A. Vocabulary
  - 1. Define and demonstrate col legno
  - 2. Recognize, discriminate, define and demonstrate harmonic
  - 3. Recognize, define and illustrate accelerando
  - 4. Define and illustrate maestoso
  - 5. Define, demonstrate and apply poco a poco
  - 6. Identify, define, and demonstrate loured
  - 7. Recognize, define, and demonstrate sul tasto
- B. Rhythm
  - 1. Identify and perform repeated measure
  - 2. Identify and perform multiple repeated measures

**Sixth Six Weeks**

3. Identify and perform swing eighth notes
  4. Identify, perform and apply 5/8 meter
  5. Identify, perform and apply 7/8 meter
- C. Ear Training
1. Observe and apply tuning skills
    - a. Identify like pitches that are in tune or out of tune
    - b. Demonstrate ability to tune each string with fine tuners
    - c. Demonstrate guided tuning with pegs
  2. Listen, discriminate, and identify different style characteristics for different periods
  3. Critique recorded or live performance
- D. Pitch
1. Practice and perform minor scales
  2. Demonstrate ability to adjust pitch within each section of ensemble
  3. Practice and perform major and minor arpeggios
  4. Demonstrate ability to play double stops (3rds, 4ths, 5ths, and 6ths)
  5. Practice and perform chromatic scales
  6. Discriminate, evaluate, and perform different harmonics
    - a. 1st harmonic
    - b. 2nd harmonic (octave and 5th)
    - c. 3rd harmonic (double octave)
- E. Tone
1. Develop pure, clean tone in higher register
  2. Incorporate and demonstrate dynamic contrasts to enhance interpretative or stylistic devices
  3. Demonstrate characteristic tone colors as appropriate to style periods and interpretation
  4. Develop varied vibrato as an interpretative or stylistic device
- F. Technique
1. Differentiate, practice, and demonstrate col legno
  2. Differentiate, practice, and demonstrate louré
  3. Differentiate, practice, and demonstrate sul tasto
  4. Develop placement of fingerings through feeling and measurement of distance on the string and using proper bow speed and amount of hair necessary to acquire clear, clean sound associated with open harmonics
  5. Develop and assimilate the kinesthetic facility of shifting
  6. Develop facility in position necessary for required scales and assimilate to other works
  7. Use vibrato for a consistently warm tone
  8. Interpret and incorporate proper phrasing for stylistic purposes
- G. Instrument Maintenance
1. Display and practice proper cleaning of instrument to maintain good playing condition
  2. Identify and maintain previous knowledge of proper care
  3. Observing and selecting instrument quality and value for personal use
  4. Recognizing and observing instrument repairs which are necessary, using professional knowledge, or emergency, done by an amateur's hand
  5. Educate and create an awareness luthiers to solicit

**Sixth Six Weeks**

- H. Ensemble
  - 1. Execute playing rhythms with precision and uniformity
  - 2. Learn to follow the conductor
  - 3. Demonstrate and execute different entrances within pieces
  - 4. Compare and contrast stylistic playing of different ensembles
    - a. large ensemble
    - b. small ensemble
    - c. solo
  - 5. Demonstrate and incorporate dynamics contrasts to enhance interpretative or stylistic devices and maintaining a balance with respect of artistic expression of the composer and/or conductor
  - 6. Interpret written and unwritten dynamic levels in good ensemble balance
- I. Harmony
  - 1. Listen and modify balance within ensemble
  - 2. Demonstrate adjustment of intonation with harmony
  - 3. Perform in more remote keys
- J. Music Reading
  - 1. Demonstrate and apply musical terms in other works
  - 2. Discriminate and play different rhythmic variations
- K. Vocalization
  - 1. Sing minor scales
  - 2. Sing major and minor arpeggios
  - 3. Demonstrate an understanding of musical devices through singing
- L. Improvisation/Composition
  - 1. Create a short piece assimilating selected musical devices
  - 2. Improvise using different rhythmic variations

**II. ANALYSIS/RESPONSE**

- A. Class Participation Responsibilities
  - 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Attendance
  - 1. Attend every class at the appropriate time
- C. Practice Responsibilities
  - 1. Show good practice habits
- D. Self-Evaluation
  - 1. Evaluate personal performance
- E. Music Preparation
  - 1. Practice music for proper preparation of required events
    - a. End-of-the-year performance

**Sixth Six Weeks****III. HISTORY/CULTURE**

- A. Jazz Characteristics
  - 1. Identify, recognize, and apply jazz characteristics
- B. Jazz Improvisation
  - 1. Identify, recognize, and demonstrate jazz improvisation
- C. Swing Characteristics
  - 1. Identify, recognize, and apply swing characteristics
- D. 20<sup>th</sup> Century Characteristics
  - 1. Identify, recognize, and apply 20<sup>th</sup> Century characteristics
- E. Luthiers
  - 1. Research and discuss the role of luthiers