

NYSSMA Curriculum Committee

Sequencing the Standards

Sequencing The Standards is a resource that bridges the NYSSMA *Sequential Guide To Music Instruction (SGMI)* with the *NYS P12 Learning Standards for the Arts*. This guide enables educators to plan practical instruction for their students while increasing awareness of how student learning fulfills the ideals of the Standards. Under each artistic process (Creating, Performing, Responding, Connecting), the reader will find specific musical concepts and skills listed by developmental level.

Sequencing the Standards - Orchestra

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 1:

Generate and conceptualize artistic ideas and work

(NYS Arts Standards Process Component: Imagine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Echo short rhythmic patterns within a 4-beat pattern (Creating)	Call and response exercises (Creating)			
3 or 4 note echo patterns over simple chord pattern: I, V, I (Creating)				
3 or 4 note melody patterns (Creating)	Melodic patterns with 5–6 notes (Creating)			
Explore different sounds on the instrument (glissando, pluck, etc.) (Creating)		Improvise a melody using a pentatonic scale (Creating)	Simple improvisation over blues scale (Creating)	
		Simple improvisation w/ drone accompaniment (Creating)		
	Complete a 4-measure melody in D, with 2 measure prompt (Creating)		Complete an 8-measure melody with chordal accompaniment (chorale, etc.) (Creating)	Complete an 8-measure chorale using basic rhythms (Creating)
			Complete an 8-measure melody on a given scale (Creating)	

Sequencing the Standards - Orchestra

Creating (Cr)

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Cr 1:

Generate and conceptualize artistic ideas and work

(NYS Arts Standards Process Component: Imagine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Transpose simple memorized folk songs to another string (eg. Twinkle D, Twinkle G, Twinkle A-for violin) (Creating)		Create a 4-measure melody over a I, IV, V, I chord progression (Creating) Transpose simple melodies in different keys, and in new positions (Creating)		Create melody over chordal progression (Creating)

Sequencing the Standards - Orchestra

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 2:

Organize and develop artistic ideas and work

(NYS Arts Standards Process Components: Plan & Make)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
3- or 4-note melody patterns (Creating)	Short patterns, using level appropriate rhythms and scales (Creating)			
	Complete a 4-measure melody in D, with 2 measure prompt (Creating)		Complete an 8-measure melody with chordal accompaniment (chorale, etc.) (Creating)	Complete an 8-measure chorale using basic rhythms (Creating)
			Complete an 8-measure melody on a given scale (Creating)	
		Improvise a melody using a pentatonic scale (Creating)		
		Simple improvisation w/ drone accompaniment (Creating)		
		Create a 4-measure melody over a I, IV, V, I chord progression (Creating)		Create melody over chordal progression (Creating)
		Transpose simple melodies in different keys, and in new positions (Creating)		

Sequencing the Standards - Orchestra

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 3:

Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
		Create a 4-measure melody over a I, IV, V, I chord progression (Creating)		Create melody over chordal progression (Creating)
			Complete an 8-measure melody on a given scale (Creating)	
			Complete an 8-measure melody with chordal accompaniment (chorale, etc.) (Creating)	Complete an 8-measure chorale using basic rhythms (Creating)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)
Listen to recordings of professional performers (Listening)	Recordings of performance repertoire (Listening)			
Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)		
Perform with characteristic style of music (History/Culture/Style)		Perform characteristic style of music (swing, baroque, pop, classical) (History/Culture/Style)	Chamber Ensembles (History/Culture/Style)	Full orchestra (History/Culture/Style)
		Stylized dances (gigue, minuet, gavotte) (History/Culture / Style)		

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 4:

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the sections (Musicianship)
		Improvise a melody using a pentatonic scale (Creating)		
		Simple improvisation w/ drone accompaniment (Creating)		
		Transpose simple melodies in different keys, and in new positions (Creating)		
		Incorporate musical phrasing to create expressive performance (Musicianship)		
		Use available resources to locate musical information (fingerings, history, composers, definitions, symbols, etc.) (Musicianship)	Use available resources to locate musical information (fingerings, history, composers, definitions, symbols, etc.) (Musicianship)	

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 4: Select, analyze, and interpret artistic work for presentation (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
		Introduce aural recognition of whole steps, half steps, 3 ^{rds} , 4 ^{ths} , 5 ^{ths} and octaves (Listening)	Introduce aural recognition and vocalization of Major, minor, and perfect intervals (Listening)	Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening) Student led sectionals (Musicianship) Student demonstrates independence in practice, rehearsal and performance environments (Musicianship)
Student conducts $\frac{2}{4}$ and $\frac{4}{4}$ conducting patterns (Musicianship)	Begin to have student lead ensemble and conduct warm-ups, utilizing basic patterns (Musicianship)	Student conducts warm-ups utilizing $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)
Self assess using musical terminology (Listening)	Assessing solo and ensemble using music terminology (Listening)	Assess musical performance using musical terminology (Listening)	Assess musical performance using musical terminology (Listening)	Assess musical performance using musical terminology (Listening)
Bow together within section (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow, and same length of stroke (Musicianship)

Sequencing the Standards - Orchestra Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 4: Select, analyze, and interpret artistic work for presentation (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Hear and finger half and whole steps (Musicianship)	Recognize the relationship of key signatures to finger patterns in scales and literature, in the key of D and G (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)	Independently identify key signature, and apply appropriate finger patterns (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)
	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)
Introduce musical phrasing in relation to language (Musicianship)	Incorporate musical phrasing in performance (Musicianship)	Incorporate musical phrasing to create expressive performance (Musicianship)		
Hear and discriminate different sections of instruments within the ensemble (Listening)	Discriminatory listening across sections of the orchestra (Listening)			
Good vs. poor tone discrimination (Musicianship)	Good vs poor tone discrimination (Listening)	Increase awareness of good tone quality (Listening)		
Independent part playing in an ensemble (Listening)	Independent part playing in an ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)		Teacher facilitated/student led chamber ensembles (duet, trio, quartet) (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
All items included in 'Technique' column (from SGMI)	All items included in 'Technique' column (from SGMI)	All items included in 'Technique' column (from SGMI)	All items included in 'Technique' column (from SGMI)	All items included in 'Technique' column (from SGMI)
All items included in 'Musical Elements & Notation' column (from SGMI)	All items included in 'Musical Elements & Notation' column (from SGMI)	All items included in 'Musical Elements & Notation' column (from SGMI)	All items included in 'Musical Elements & Notation' column (from SGMI)	All items included in 'Musical Elements & Notation' column (from SGMI)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)	Sight-read according to NYSSMA level criteria (Musicianship)
Respond to the conductor (Musicianship)	Respond to the interpretive gestures of the conductor (Musicianship)	Respond to the interpretive gestures of the conductor (Musicianship)	Respond to the conductor's gestures, including: varied patterns and sub-divisions; tempo and dynamic changes (Musicianship)	Respond to the conductor's gestures, including: varied patterns and sub-divisions; tempo and dynamic changes (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Establish a basic practice routine (Musicianship)	Practice regularly with attention to difficult parts (Musicianship)	Independently manage practice at home (Musicianship)	Practice regularly, isolating sections of focus for improvement (Musicianship)	Apply practice techniques to achieve personal goals for improved performance (Musicianship)
Maintain a basic practice routine, with guidance (Musicianship)	Practice regularly with attention to difficult parts (Musicianship)	Increased individual preparation for lessons and rehearsals (Musicianship)		
Lesson/ensemble etiquette (Musicianship)	Lesson/ensemble etiquette (Musicianship)	Lesson/ensemble etiquette (Musicianship)	Display proper etiquette and protocol in lesson and performance (Musicianship)	Display proper etiquette and protocol in lesson and performance (Musicianship)
Student conducts $\frac{2}{4}$ and $\frac{4}{4}$ conducting patterns (Musicianship)	Begin to have student lead ensemble and conduct warm-ups, utilizing basic patterns (Musicianship)	Student conducts warm-ups utilizing $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)
Student writes in music (using pencil) to improve performance (Musicianship)		Student routinely writes in music (using pencil) to improve performance (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)	Student demonstrates independence in practice, rehearsal and performance environments (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation (NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Performance critique of self & others (Posture, pitch, tone, etc.) (Musicianship)	Performance critique of self & others (posture, pitch, tone, and balance) (Musicianship)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)
Self assess using musical terminology (Listening)	Assessing solo and ensemble using music terminology (Listening)	Assess musical performance using musical terminology (Listening)	Assess musical performance using musical terminology (Listening)	Assess musical performance using musical terminology (Listening)
Introduce sight-reading (Musicianship)				
Bow together within section (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow, and same length of stroke (Musicianship)
Beginning awareness of pitch (Musicianship)	Facilitate discussion of interval in relation to intonation (Musicianship)		Facilitate discussion of intervals in relation to intonation (Musicianship)	
Discriminate between good and poor pitch, with aid of fingering tapes (Listening)				
Echo pitch (Listening)				

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Develop and refine artistic techniques and work for presentation
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Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
<p>Awareness of playing in tune or out of tune (Listening)</p>		<p>Introduce intonation tendencies of student instrument with teacher-directed correction (Musicianship)</p>	<p>Self awareness and assessment of intonation (Musicianship)</p>	<p>Perform with consideration of intonation of self, of section, and among sections (Musicianship)</p>
<p>With teacher assistance, begin tuning with fine tuners (Listening)</p>	<p>Using electronic tuner, tune instrument with fine tuners (Listening)</p>	<p>Using electronic tuner, tune instrument with fine tuners (Listening)</p>	<p>Student tunes own instrument</p> <ul style="list-style-type: none"> •violin: tune using 5^{ths} •viola: tune using 5^{ths} •cello: tune with harmonics •bass: tune with harmonics (Listening) 	<p>Student independently tunes own instrument</p> <ul style="list-style-type: none"> •violin: tune using 5^{ths} •viola: tune using 5^{ths} •cello: tune with harmonics •bass: tune with harmonics (Listening)
		<p>Introduce peg tuning (Listening)</p>		<p>Adjust intonation by recognizing pitches as related to chords and chord progression (root, 3rd, 5th — the third creating Major or minor tonality; and the leading tone should be high) (Musicianship)</p>
		<p>Cello and bass tune with harmonics (Listening)</p>		
		<p>Violins and violas begin to tune using 5^{ths} (Listening)</p>		

Sequencing the Standards - Orchestra

Performing (Pr)

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Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Intonation: adjust melodically (Listening)	Listen to intonation of self and others, adjusting melodically / harmonically (Listening)	Listen to intonation of self and others; adjusting melodically / harmonically (Listening)	Listen to intonation of self and others; adjusting melodically / harmonically (Listening)
Hear and finger half and whole steps (Musicianship)	Recognize the relationship of key signatures to finger patterns in scales and literature, in the key of D and G (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)	Independently identify key signature, and apply appropriate finger patterns (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)
		Introduce aural recognition of whole steps, half steps, 3 ^{rds} , 4 ^{ths} , 5 ^{ths} and octaves (Listening)	Introduce aural recognition and vocalization of Major, minor, and perfect intervals (Listening)	
			Apply knowledge of enharmonics (Musicianship)	
	Perform with consideration of balance between sections within an ensemble. (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section. (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)	Discriminate and respond to dynamic levels in music (Listening)
Introduce musical phrasing in relation to language (Musicianship)	Incorporate musical phrasing in performance (Musicianship)	Incorporate musical phrasing to create expressive performance (Musicianship)		Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening)
		Use breathing to help initiate beginning sound of the piece (Musicianship)	Incorporate breathing to develop an expressive performance, and a sense of ensemble (Musicianship)	Apply technical skills to result in a stylistically appropriate and expressive musical performance (Musicianship)
		Perform warm ups with a variety of expressive elements (articulation, dynamics, balance) (Musicianship)	Student takes initiative for appropriate musical performance, including bowings and fingerings (Musicianship)	Student takes initiative for appropriate musical performance, including bowings and fingerings (Musicianship)
			Increase awareness of good tone quality and the understanding of how bow weight, speed, and placement effect musical performance (Listening)	Adjust bow weight, speed, and placement, to result in a high degree of musicality (Listening)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation (NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Hear and discriminate different sections of instruments within the ensemble (Listening)	Discriminatory listening across sections of the orchestra (Listening)			Discriminatory listening across sections of the orchestra with increasing sophistication of musicianship skills (Listening)
	Performance critique of self & others (posture, pitch, tone, and balance) (Musicianship)		Written performance critique of self and ensemble (Musicianship)	Written performance critique of self and ensemble, with recommendations for improvement (Musicianship)
Good vs. poor tone discrimination (Musicianship)	Good vs. poor tone discrimination (Listening)	Increase awareness of good tone quality (Listening)		
Perform with characteristic style of music (History/Culture/Style)	Perform with characteristic style of music (History/Culture/Style)	Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)	Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)	Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)
		Perform characteristic style of music (swing, baroque, pop, classical) (History/Culture/Style)		

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
		Experience and perform traditional European, American folk and world music (History/Culture/Style)		
		Compare and contrast various characteristics of performance literature (History/Culture/Style)	Identify timbral differences between string and full orchestra (Listening)	
		Perform ensemble literature with key, time, tempo, and style changes (Musicianship)	Chamber Ensembles (History/Culture/Style)	Full orchestra (History/Culture/Style)
Teacher modeling (Listening)	Teacher modeling (Listening)	Teacher and student modeling (Listening)	Teacher and student modeling (Listening)	
Independent part playing in an ensemble (Listening)	Independent part playing in an ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)		Teacher facilitated/student led chamber ensembles (duet, trio, quartet) (Musicianship)
		Perform in chamber ensemble (duet, trio, quartet) (Musicianship)		Student leadership within section, in rehearsal and performance (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
				Student led sectionals (Musicianship)
Echo rhythms (Listening)		Simple improvisation w/ drone accompaniment (Creating)		
Echo musical patterns (Listening)		Improvise a melody using a pentatonic scale (Creating)	Perform blues scale (Creating)	
	Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Research and apply musical information (Musicianship)	

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Convey meaning through the presentation of artistic work (NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Sight-read according to NYSSMA level	Sight-read according to NYSSMA level	Sight-read according to NYSSMA level	Sight-read according to NYSSMA level	Sight-read according to NYSSMA level
Respond to the conductor (Musicianship)	Respond to the interpretive gestures of the conductor (Musicianship)	Respond to the interpretive gestures of the conductor (Musicianship)	Respond to the conductor's gestures, including: varied patterns and sub-divisions; tempo and dynamic changes (Musicianship)	Respond to the conductor's gestures, including: varied patterns and sub-divisions; tempo and dynamic changes (Musicianship)
Lesson/ensemble etiquette (Musicianship)	Lesson/ensemble etiquette (Musicianship)	Lesson/ensemble etiquette (Musicianship)	Display proper etiquette and protocol in lesson and performance (Musicianship)	Display proper etiquette and protocol in lesson and performance (Musicianship)
Concert etiquette and performance practice (Musicianship)				

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Student conducts $\frac{2}{4}$ and $\frac{4}{4}$ conducting patterns (Musicianship)	Begin to have student lead ensemble and conduct warm-ups, utilizing basic patterns (Musicianship)	Student conducts warm-ups utilizing $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)	Student conducts a variety of time signature patterns (Musicianship)
Performance critique of self & others (Posture, pitch, tone, etc.) (Musicianship)	Performance critique of self & others (posture, pitch, tone, and balance) (Musicianship)		Written performance critique of self and ensemble (Musicianship)	Written performance critique of self and ensemble, with recommendations for improvement (Musicianship)
	Assessing solo and ensemble using music terminology (Listening)	Assess musical performance using musical terminology (Listening)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)	Apply practice techniques to achieve personal goals for improved performance (Musicianship)
Self assess using musical terminology (Listening)			Assess musical performance using musical terminology (Listening)	Assess musical performance using musical terminology (Listening)

Sequencing the Standards - Orchestra Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Hear and discriminate different sections of instruments within the ensemble (Listening)	Discriminatory listening across sections of the orchestra (Listening) Discriminate and respond to dynamic levels in music (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the orchestra with increasing sophistication of musicianship skills (Listening) Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening)
	Perform with consideration of balance between sections within an ensemble. (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section. (Musicianship)	Perform with consideration of balance between sections within an ensemble, and within the section
Introduce musical phrasing in relation to language (Musicianship)	Incorporate musical phrasing in performance (Musicianship)	Incorporate musical phrasing to create expressive performance (Musicianship)		

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
			Student takes initiative for appropriate musical performance, including bowings and fingerings (Musicianship)	Student takes initiative for appropriate musical performance, including bowings and fingerings (Musicianship)
Bow together within section (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow (Musicianship)	Bow together within section, using same part of the bow, and same length of stroke (Musicianship)	Bow together within section, using same part of the bow (Musicianship)
			Increase awareness of good tone quality and the understanding of how bow weight, speed, and placement effect musical performance (Listening)	Adjust bow weight, speed, and placement, to result in a high degree of musicality (Listening)
Perform with characteristic style of music (History/Culture/Style)	Perform with characteristic style of music (History/Culture/Style)	Perform characteristic style of music (swing, baroque, pop, classical) (History/Culture/Style)	Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)	Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
		Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)		Apply technical skills to result in a stylistically appropriate and expressive musical performance (Musicianship)
		Experience and perform traditional European, American folk and world music (History/Culture/Style)		
			Chamber Ensembles (History/Culture/Style)	Full orchestra (History/Culture/Style)
				Teacher facilitated/student led chamber ensembles (duet, trio, quartet) (Musicianship)
				Student leadership within section, in rehearsal and performance (Musicianship)
Perform songs by rote (Listening)		Perform in chamber ensemble (duet, trio, quartet) (Musicianship)		Perform in full orchestra (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Convey meaning through the presentation of artistic work (NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Independent part playing in an ensemble (Listening)	Independent part playing in an ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)		Student demonstrates independence in practice, rehearsal and performance environments (Musicianship)
			Research and apply musical information (Musicianship)	
Beginning awareness of pitch (Musicianship)			Apply knowledge of enharmonics (Musicianship)	
Discriminate between good and poor pitch, with aid of fingering tapes (Listening)			Self awareness and assessment of intonation (Musicianship)	Perform with consideration of intonation of self, of section, and among sections (Musicianship)
Perform with consideration of intonation of self, of section, and among sections (Musicianship)	Intonation: adjust melodically (Listening)	Listen to intonation of self and others, adjusting melodically / harmonically (Listening)	Listen to intonation of self and others; adjusting melodically / harmonically (Listening)	Listen to intonation of self and others; adjusting melodically / harmonically (Listening)
Hear and finger half and whole steps (Musicianship)	Recognize the relationship of key signatures to finger patterns in scales and literature, in the key of D and G (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)	Independently identify key signature, and apply appropriate finger patterns (Musicianship)	Recognize the relationship of key signatures to finger patterns, in scales and literature (Musicianship)

Sequencing the Standards - Orchestra

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 6:

Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Novice
(Beginner & NYSSMA Level I)

Intermediate
(NYSSMA Level II)

Proficient
(NYSSMA Level III)

Accomplished
(NYSSMA Level IV /
Commencement)

Advanced
(NYSSMA Level V / VI,
Major Sequence)

Use breathing to help
initiate beginning sound of
the piece (Musicianship)

Incorporate breathing
to develop an expressive
performance, and a sense of
ensemble (Musicianship)

Sequencing the Standards - Orchestra

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Lesson book recordings (if available) (Listening)	Recordings of performance repertoire (Listening)	Listen to recordings of performance repertoire (Listening)	Listen to recording of performance repertoire (Listening)	Recordings of performance repertoire (Listening)
Listen to recordings of professional performers (Listening)	Discriminate and respond to dynamic levels in music (Listening)		Identify timbral differences between string and full orchestra (Listening)	Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening)
	Discriminatory listening across sections of the orchestra (Listening)			

Sequencing the Standards - Orchestra

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Introduce musical phrasing in relation to language (Musicianship)				
Lesson book recordings (if available) (Listening)				
Listen to recordings of professional performers (Listening)	Recordings of performance repertoire (Listening)	Listen to recordings of performance repertoire (Listening)	Listen to recording of performance repertoire (Listening)	Recordings of performance repertoire (Listening)
	Discriminatory listening across sections of the orchestra (Listening)			
	Discriminate and respond to dynamic levels in music (Listening)			Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening)

Sequencing the Standards - Orchestra

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Performance critique of self & others (posture, pitch, tone, etc.) (Musicianship)	Performance critique of self & others (posture, pitch, tone, and balance) (Musicianship)	Performance critique of self & others (balance, blend, dynamics, tone, phrasing, and ensemble) (Musicianship)	Written performance critique of self and ensemble (Musicianship)	Written performance critique of self and ensemble, with recommendations for improvement (Musicianship)
Beginning awareness of pitch (Listening)				
Awareness of playing in tune or out of tune (Listening)				
Good vs. poor tone discrimination (Listening)	Good vs. poor tone discrimination (Listening)	Increase awareness of good tone quality (Listening)	Increase awareness of good tone quality and the understanding of how bow weight, speed, and placement effect musical performance (Listening)	

Sequencing the Standards - Orchestra

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Assessing solo and ensemble using music terminology (Listening)	Assess musical performance using musical terminology (Listening)	Assess solo and ensemble performance, using musical terminology (Listening)	Assess solo and ensemble performance using musical terminology (Listening)
Listen to recordings of professional performers (Listening)	Recordings of performance repertoire (Listening)	Listen to recordings of performance repertoire (Listening)	Listen to recording of performance repertoire (Listening)	Recordings of performance repertoire (Listening)
Lesson book recordings (if available) (Listening)	Discriminatory listening across sections of the orchestra (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the orchestra, with increasing sophistication of musicianship skills (Listening)	Student identifies sections of musical form (exposition, development, recapitulation, coda, etc.) (Listening)
	Discriminate and respond to dynamic levels in music (Listening)		Introduce aural recognition and vocalization of Major, minor, and perfect intervals (Listening)	
	Compare and contrast various characteristics of performance literature (History/Culture/Style)		Identify timbral differences between string and full orchestra (Listening)	

Sequencing the Standards - Orchestra

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

(NYS Arts Standards Process Component: Relate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
	Perform NYSSMA level ensemble literature (Musicianship)	Perform NYSSMA level ensemble literature (Musicianship)	Perform NYSSMA level ensemble literature (Musicianship)	Perform NYSSMA level ensemble literature (Musicianship)
		Facilitate discussion of string and orchestra composers / arrangers (History/Culture/Style)		

Sequencing the Standards - Orchestra

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)	Compare and contrast various characteristics of performance literature (History/Culture/Style)
Perform with characteristic style of music (History/Culture/Style)	Perform with characteristic style of music (History/Culture/Style)	Perform characteristic style of music (swing, baroque, pop, classical) (History/Culture/Style)		Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)
Characteristic sounds of geographic regions (History/Culture/Style)			Reflect characteristic style (Baroque, Classical, Romantic, 20 th Century, pop, world, etc.) of music in performance practice (History/Culture/Style)	

Sequencing the Standards - Orchestra

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Folk songs of different cultures (History/Culture/Style)	Medley (History/Culture/Style)			
Historical / geographical / cultural connections of repertoire (History/Culture/Style)	Fiddling (History/Culture/Style)	Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)		
History and development of the string instrument (History/Culture/Style)	Facilitate discussion of famous string composers (History/Culture/Style)	Facilitate discussion of string and orchestra composers / arrangers (History/Culture/Style)	Explore repertoire music / composers / arrangers, and the historical/ social/ cultural background of the composition (History/Culture/Style)	Explore repertoire music / composers / arrangers, and the historical/ social/ cultural background of the composition (History/Culture/Style)
		Experience and perform traditional European, American folk and world music (History/Culture/Style)	Chamber Ensembles (History/Culture/Style)	Full orchestra (History/Culture/Style)

Sequencing the Standards - Orchestra

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice
(Beginner & NYSSMA Level I)

Intermediate
(NYSSMA Level II)

Proficient
(NYSSMA Level III)

Accomplished
(NYSSMA Level IV /
Commencement)

Advanced
(NYSSMA Level V / VI,
Major Sequence)

Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.)
(Musicianship)

Use available resources to locate musical information (fingerings, history, composers, definitions, symbols, etc.)
(Musicianship)

Research and apply musical information (Musicianship)

Explore music as a career, business or social outlet
(History/Culture/Style)