



Music | Grade 7 Orchestra



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Review Fundamental Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>PERFORMING SKILLS</p> <p>Insert 6th Grade Right- Hand Technique Insert 6th Grade Ear Training Insert 6th Grade Left-Hand Technique</p> <p>NOTATION</p> <p>Insert 6th Grade Note Reading Insert 6th Grade Rhythm Reading</p> <p>MUSICIANSHIP</p> <p>Insert 6th Grade Expression Insert 6th Grade Blend Insert 6th Grade Balance Insert 6th Grade Team Membership</p>
<p>UNIT 2: Introduce New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Create 2 measure phrase using prescribed notes and rhythms (D Major notes) • Create a core sound that is resonant/ringing

<p>UNIT 2: Introduce New Skills(Cont.)</p>	<p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Introduce to classical and brush stroke spiccato • Manipulate the variables of speed, weight, and lane independently • Increase hand flexibility and relaxation <p>Ear Training</p> <ul style="list-style-type: none"> • Adjust single pitches to given single pitches with general accuracy • Use fine tuners independently • Tune strings to given pitch • Introduction to tuning in perfect 5ths • Perform harmonic intonation adjustments (tune intervals of 3rds, 5ths, octaves, etc.) <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish left hand stability in shifting, strings crossings and extensions • Perform basic shifting motions • Perform basic forward and backward extension movements • Perform basic vibrato motions with proper arm/wrist/hand movement • When using vibrato, pitch variation is evident <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate basic decoding of key signatures • Apply accidentals within the key signature structure <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Accurately decode and demonstrate basic subdivision in more complex time signatures/meter <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate variant gradations of loud and soft (cresc./decrec) • Demonstrate the full spectrum of dynamic scale • Apply basic phrasing principle of louder/ascending and softer/descending
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		<p>melodic passages</p> <p>Blend</p> <ul style="list-style-type: none"> • Create sound levels of soft and loud in ensemble context • Begin to hear your sound inside others' to match your volume and intonation within your section <p>Balance</p> <ul style="list-style-type: none"> • Demonstrate a real-time awareness of the relative sound level (loudness) of one's own part. <p>Team Membership</p> <ul style="list-style-type: none"> • Be able to compliment/coach a peer with technically specific vocabulary • Demonstrate commitment to the ensemble in making genuine independent efforts to prepare material for assignments and performances • Demonstrate punctuality rehearsals and concerts • Be able to rehearse with peer independently
<p>UNIT 3: Refine New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 19-27</p>	<p>STANDARD 1 – CREATE (Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Enhance and refine classical and brush stroke spiccato • Manipulate the variables of speed, weight, and lane independently • Increase hand flexibility and relaxation <p>Ear Training</p> <ul style="list-style-type: none"> • Adjust single pitches to given single pitches with general accuracy • Use fine tuners independently • Tune strings to given pitch • Enhance and refine tuning in perfect 5ths • Perform harmonic intonation adjustments (tune intervals of 3rds, 5ths, octaves, etc.) <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish left hand stability in shifting, strings crossings and extensions • Perform basic shifting motions

	<p>improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<ul style="list-style-type: none"> • Perform basic forward and backward extension movements • Perform basic vibrato motions with proper arm/wrist/hand movement • When using vibrato, pitch variation is evident <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate basic decoding of key signatures • Apply accidentals within the key signature structure <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Accurately decode and demonstrate basic subdivision in more complex time signatures/meter <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate variant gradations of loud and soft (cresc./decresc) • Demonstrate the full spectrum of dynamic scale • Apply basic phrasing principle of louder/ascending and softer/descending melodic passages <p>Blend</p> <ul style="list-style-type: none"> • Create sound levels of soft and loud in ensemble context • Refine listening to your sound inside others' to match your volume and intonation within your section <p>Balance</p> <ul style="list-style-type: none"> • Demonstrate a real-time awareness of the relative sound level (loudness) of one's own part. <p>Team Membership</p> <ul style="list-style-type: none"> • Be able to compliment/coach a peer with technically specific vocabulary • Demonstrate commitment to the ensemble in making genuine independent efforts to prepare material for assignments and performances • Demonstrate punctuality rehearsals and concerts • Be able to rehearse with peer independently
<p>UNIT 4: Integrate New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p>	<p>STANDARD 1 - CREATE (Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Create 2 measure phrase using prescribed notes and rhythms (D Major notes) • Create a core sound that is resonant/ringing

<p>Time Frame: Approximately Week 28-36</p> <p>UNIT 4: Integrate New Skills (Cont.)</p>	<p>provided criteria.</p> <p>(Cr.4.N) Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.</p> <p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Apply classical and brush stroke spiccato • Manipulate the variables of speed, weight, and lane independently • Increase hand flexibility and relaxation <p>Ear Training</p> <ul style="list-style-type: none"> • Adjust single pitches to given single pitches with general accuracy • Use fine tuners independently • Increase efficiency when tuning strings to given pitch • Tune using perfect 5ths • Perform harmonic intonation adjustments (tune intervals of 3rds, 5ths, octaves, etc.) <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Demonstrate left hand stability in shifting, strings crossings and extensions • Perform basic shifting motions • Perform basic forward and backward extension movements • Perform basic vibrato motions with proper arm/wrist/hand movement • When using vibrato, pitch variation is evident <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate basic decoding of key signatures • Apply accidentals within the key signature structure <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Accurately decode and demonstrate basic subdivision in more complex time signatures/meter
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	response to music.	<p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate variant gradations of loud and soft (cresc./decrec) • Demonstrate the full spectrum of dynamic scale • Apply basic phrasing principle of louder/ascending and softer/descending melodic passages <p>Blend</p> <ul style="list-style-type: none"> • Create sound levels of soft and loud in ensemble context • Hear your sound inside others' to match your volume and intonation within your section <p>Balance</p> <ul style="list-style-type: none"> • Demonstrate a real-time awareness of the relative sound level (loudness) of one's own part. <p>Team Membership</p> <ul style="list-style-type: none"> • Be able to compliment/coach a peer with technically specific vocabulary • Demonstrate commitment to the ensemble in making genuine independent efforts to prepare material for assignments and performances • Demonstrate punctuality rehearsals and concerts • Be able to rehearse with peer independently
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