



Music | Grade 8 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 7th Grade Right- Hand Technique Insert 7th Grade Ear Training Insert 7th Grade Left-Hand Technique</p> <p>NOTATION</p> <p>Insert 7th Grade Note Reading Insert 7th Grade Rhythm Reading</p> <p>MUSICIANSHIP</p> <p>Insert 7th Grade Expression Insert 7th Grade Blend Insert 7th Grade Balance Insert 7th 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"> • Compose 2 measure answer phrases to a 2 measure melody using notes that are not prescribed • 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"> • Add the variable of bow hair angle • Manipulate all 3 variables (speed, weight, lane) to create desired sound <p>Ear Training</p> <ul style="list-style-type: none"> • Consistently match given pitch • Use pegs and fine tuners with limited assistance <p>Left-hand Technique</p> <ul style="list-style-type: none"> • After shifting, demonstrate accuracy in reshaping finger spacing in the new position • Vibrato evenness apparent • Demonstrate basic familiarity with ½, II, III, IV and V positions <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Accurately apply key signatures in reading passages in positions other than first position • Choose fingerings accurately when reading passages with shifting and extensions • Demonstrate familiarity in reading ledger lines <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate subdivision of various time signatures • Perform variants of pulse including tenuto, accelerando, ritardando, etc. <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate dynamic change in the melody in using a variety of phrase shapes/tapering the end of phrases <p>Blend</p> <ul style="list-style-type: none"> • Demonstrate the ability to match the pitch, articulation and dynamic level of your instrument section and then with the whole ensemble
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		<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. Demonstrate the ability to track others' parts while playing (hearing others) • Identify the role of your part in the ensemble sound • Execute necessary adjustments during performance <p>Team Membership</p> <ul style="list-style-type: none"> • Be able to rehearse in a small group for a short period of time with teamwork skills of listening, inclusion of all members, kindness, encouragement and efficient use of time • Demonstrate formal rehearsal etiquette
<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 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>CREATING SKILLS</p> <ul style="list-style-type: none"> • Compose 2 measure answer phrases to a 2 measure melody using notes that are not prescribed <p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Manipulate the variable of bow hair angle • Manipulate all 3 variables (speed, weight, lane) to create desired sound • Create a core sound that is resonant/ringing <p>Ear Training</p> <ul style="list-style-type: none"> • Consistently match given pitch • Use pegs and fine tuners with limited assistance <p>Left-hand Technique</p> <ul style="list-style-type: none"> • After shifting, demonstrate accuracy in reshaping finger spacing in the new position • Vibrato evenness apparent • Demonstrate basic familiarity with ½, II, III, IV and V

(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances

STANDARD 3 - RESPONDING

(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

positions

NOTATION

Note Reading

- Accurately apply key signatures in reading passages in positions other than first position
- Choose fingerings accurately when reading passages with shifting and extensions
- Demonstrate familiarity in reading ledger lines

Rhythm Reading

- Demonstrate subdivision of various time signatures
- Perform variants of pulse including tenuto, accelerando, ritardando, etc.

MUSICIANSHIP

Expression

- Demonstrate dynamic change in the melody in using a variety of phrase shapes/tapering the end of phrases

Blend

- Demonstrate the ability to match the pitch, articulation and dynamic level of your instrument section and then with the whole ensemble

Balance

- Demonstrate a real-time awareness of the relative sound level (loudness) of one's own part
- Demonstrate the ability to track others' parts while playing (hearing others)
- Identify the role of your part in the ensemble sound
- Execute necessary adjustments during performance

Team Membership

- Be able to rehearse in a small group for a short period of time with teamwork skills of listening, inclusion of all members, kindness, encouragement and efficient use of time
- Demonstrate formal rehearsal etiquette

<p>UNIT 4: Integrate New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 28-36</p> <p>UNIT 4: Integrate New Skills (Cont.)</p>	<p>STANDARD 1 - CREATE (Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher 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 (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 (Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Compose 2 measure answer phrases to a 2 measure melody using notes that are not prescribed <p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Manipulate the variable of bow hair angle • Manipulate all 3 variables (speed, weight, lane) to create desired sound • Create a core sound that is resonant/ringing <p>Ear Training</p> <ul style="list-style-type: none"> • Consistently match given pitch • Use pegs and fine tuners with limited assistance <p>Left-hand Technique</p> <ul style="list-style-type: none"> • After shifting, demonstrate accuracy in reshaping finger spacing in the new position • Vibrato evenness apparent • Demonstrate basic familiarity with ½, II, III, IV and V positions <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Accurately apply key signatures in reading passages in positions other than first position • Choose fingerings accurately when reading passages with shifting and extensions • Demonstrate familiarity in reading ledger lines
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	<p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate subdivision of various time signatures • Perform variants of pulse including tenuto, accelerando, ritardando, etc. <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate dynamic change in the melody in using a variety of phrase shapes/tapering the end of phrases <p>Blend</p> <ul style="list-style-type: none"> • Demonstrate the ability to match the pitch, articulation and dynamic level of your instrument section and then with the whole ensemble <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 • Demonstrate the ability to track others' parts while playing (hearing others) • Identify the role of your part in the ensemble sound • Execute necessary adjustments during performance <p>Team Membership</p> <ul style="list-style-type: none"> • Be able to rehearse in a small group for a short period of time with teamwork skills of listening, inclusion of all members, kindness, encouragement and efficient use of time • Demonstrate formal rehearsal etiquette
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