

Curriculum Map: Jr. High Orchestra
Course: JR HI ORCH Sub-topic: Uncategorized

Grade(s): 7 to 8

Course Description: In Jr. High, our string players play in the Jr. High School Orchestra. The class meets as an ensemble 1 1/2 times a week during 8th period, and we share students that are in both Jr. Chorus and Orchestra every other Monday. In Orchestra we take the basics learned in Elementary School and broaden and deepen them. As the years progress students work toward increasingly self-directed learning; developing problem solving, self discipline, and musical skills that will serve them their entire lives.

Orchestra students need to meet progressive standards as well as proficiency in practice material and concert music in the form of "Benchmarks". Benchmarks are in-lesson evaluations or video files submitted to the teacher electronically. While home internet access and access to a device for recording digital video (usually mobile phones in this day and age) is preferred, students unable to access these things are provided several ways to record these during school time, or in the half hour immediately following school by appointment. These benchmarks are evaluated and the evaluations are returned to the student via e-mail. School e-mail, Google Classroom, and Google Drive are exclusively used for these purposes. There are two performances each year, one preceding Christmas Break, and one at the end of the year in May. While students are developing their personal skills, technique, and musicality, they also are developing ensemble and teamworking skills in the orchestra all of which reaches fruition in these concert performances.

Course Textbooks, Workbooks, Materials Citations: Students use a variety of resources to advance their skill, knowledge, and understanding of music as it relates to a string instrument player.

Included are:

Strictly Strings, book 3

Teacher created scales, arpeggios, songs/pieces, sight-reading, etc.

Habits of a Successful String Musician

Expressive Techniques for Orchestra

Teacher-Selected Ensemble Literature.

Online resources suggested by Teacher, often used at home on personal devices when blocked by school internet policy.

Pacing Calendar: Pacing Calendar is constantly under review and re-write. I can be found at the following link:
[Jr. High Sequence Calendar](#)

Unit: Skill, Concept, & Knowledge Development

Timeline: Week 1 to 34

Topic: Skill, Concept, & Knowledge Development

Minutes for Topic: 510

Core Learning Objectives: - 7th and 8th grades

Description: SLO II. Students will use performance skills to express musical ideas.

- Tone Production: clear resonant tone using grade two repertoire
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- Left Hand Skill: vibrato motion on one finger while bowing
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- Bowing Skills: tremolo, unanchored pizzicato
-
- Bass Standing Position: Adjust the length of the endpin so that the nut of the bass is near the top of the forehead, stand with feet hip width apart, place left foot slightly forward, position endpin in front of left foot one-arms-length away, turn bass slightly to the right, lean against the body so that the upper bout rests against the inside of the left pelvis
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- Bass Left Hand Position: wrist straight, fingers curved creating a "C" shape, pad of the thumb on the back-center of neck aligned with the second finger, finger tips on tapes
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- Bass Bow Hold: inside corner of right thumb touching where frog and stick intersect to make circle, middle finger on ferrule across from thumb, index finger over stick at first joint, relaxed pinky over stick on frog, fingers slightly spaced, flexible joints
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- Shifting Skills: 3rd position for violin and viola; 4th position for cello; 4th position for bass.
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- Musicianship:

Repertoire: Grade 2

Improvisation: Improvise using notes of G major scale with varied rhythms

Ensemble Playing: sectional rehearsal skills

SLO II. Students will demonstrate elements of music.

A.

Reading Skills

Grade 7:

• Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 1 level

• Intervals Played and Sung (aural training): Major third

• Reading skills: 2/2 meter, a tempo, ascending, Baroque style, chromatic,

• Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 1 level

• Intervals Played and Sung (aural training): Major triad

• 6/8 meter, arpeggio, ensemble, fortissimo, left-hand pizzicato, phrase, pianissimo, simile, solo, syncopation, triplet, D.C. al Coda, D.S. al Coda, D.S. al Fine, descending, dotted eighth, tremolo

Grade 8:

• Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 2 level

• Intervals Played and Sung (aural training): Major third

• Reading skills: 2/2 meter, a tempo, ascending, Baroque style, chromatic,

• Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 1 level

• Intervals Played and Sung (aural training): Major triad

• double stop, chord, harmonic, interval, cut time, melodic minor,

SLO II. Students will demonstrate elements of music.

B. Finger Patterns and Scales

Grade Seven:

• Violin & Viola - A Major lower octave, F Major one octave, high 3 and low 1

• Cello - A, F Major one octave, forward extension, backward extension;

• Bass - D, G Major one octave, 1/2 position and 3rd position

Grade Eight:

- Violin - G, D, A Major two octaves, Bb Major, d minor one octave, 3rd pos. low 4th finger, shift on same finger
- Viola - C, G, D Major two octaves, Bb Major, d minor one octave, 3rd pos, low 4th finger, shift same finger
- Cello - C, G, D Major two octave Bb Major, d minor one octave, 4th pos, shift same finger
- Bass - B-flat, C, G, D Major, one-octave; d minor one-octave

Advanced:

- Violin - a, g minor one-octave, B-flat, C Major two octaves, 2nd position, trills, double stops, shift different fingers
- Viola - a, g minor one octave, C, F two octaves, 2nd position, trills, double stops, shift different fingers
- Cello - C, F, Major two-octave,, a, g minor one-octave
- Bass - a, g minor one octave, C, F Major two octaves, shifting different fingers

SLO II. Students will demonstrate elements of music.

C. Composition
Grade Seven:

- Write an eight-measure melody in the key of D Major in 4/4 time signature using notes above and below the tonic and octave.

Grade Eight :

- Write an eight-measure melody in the key of G Major.

SLO III. Students will analyze, critique, and compare and contrast music. Students will describe personal responses to music.

A. Music Criticism
Grade Seven:

- Respond to and critique a performance of Grade 1 literature on posture, left hand shape, bow hold, tone quality, intonation, articulation (bowing), rhythm, and dynamics. Respond to and critique a performance of Grade 2 literature on posture, left hand shape, bow hold, tone quality, intonation, articulation (bowing), rhythm, and dynamics.

Grade Eight:

- Respond to and critique a performance of Grade 2 or 3 literature on posture, left hand shape, bow hold, tone quality, intonation, articulation (bowing), rhythm, and dynamics. Respond to and critique a performance of Grade 2 or 3 literature on posture, left hand shape, bow hold, tone quality, intonation, articulation (bowing), rhythm, and dynamics.

B. Form

Grade Seven:

- Jig, Waltz, Symphony, Concerto

Grade Eight:

- Through-Composed, repeated patterns of themes, Sonata

SLO IV. Students will make connections among the arts and with non-arts disciplines.

A. Connections among the arts
7th and 8th grades:

- Students will compare and contrast music and art of the Baroque, Classical, and Romantic Periods.

B. Connections with non-arts disciplines

7th & 8th Grades:

Students will be able to do some of the following:

- Students will make connections between the operation of a violin and science.
- Students will make connections between the operation of stringed instruments and operation of simple machines in science.
- Students will make connections between music and language arts.
- Compare and contrast team-building in orchestra and physical education.
- Compare strategies for reading music with those for reading text.
- Students will relate events in American history to American music.

SLO V. Students will demonstrate knowledge of music in historical and cultural contexts.

Grade Seven:

Students will be able to do some of the following:

- Students will compare and contrast Classical and Romantic music.

Grade Eight:

Students will be able to do some of the following:

- Students will compare and contrast Romantic and Contemporary music.

Core Lesson Students use a variety of resources to advance their skill, knowledge, and understanding of music as it relates to a string instrument player.

Materials:

Included are:

- Strictly Strings, book 3
- Teacher created scales, arpeggios, songs/pieces, sight-reading, etc.
- Habits of a Successful String Musician
- Expressive Techniques for Orchestra
- Teacher-Selected Ensemble Literature
- Online resources suggested by Teacher, often used at home on personal devices when blocked by school internet policy.

Core Lesson Adagio - Slow and leisurely; Slow Movement of a long work of music.

Key Allegretto Grazioso - Lively & gracefully.

Terminology Allegretto Non Troppo - Moderately Fast but not too fast.

Definitions: Allegro Assai - Very fast.

Allegro Feroce - Fast & furious.

Allegro Giocoso - Fast & Joyous.

Allegro Maestoso - Fast & majestic.

Allegro Moderato - Moderately Fast.

Allegro Ma Non Troppo - Fast but not too fast.

Allegro Vivace - Fast & Lively.

Andante Cantabile - Slowly, in a singing style.

Andante Con Moto - Slow with motion.

Andante Doloroso - Slowly expressing pain of grief

Andante Sostenuto - Slowly in smooth, legato style

Arpeggios - A Chord played one note at a time.

Assai - Very.

Canon - Imitation form where two or more parts are played successively.

Chord - Several notes played at one time, usually 3 different pitches which is called a Triad.

Coda - The ending of a piece, passage, or movement.

Concerto - A piece in several movements written for a solo instrument accompanied by orchestra.

Crescendo Molto - Get much louder.
 Double Stop - Playing on two strings at one time.
 Etude - A composition written to help improve a specific technique.
 Expressivo - Play expressively.
 Fugue - A Musical form based on interwoven melodies. Like a Canon but much more intricate.
 Harmonic Minor Scale - a Natural Minor Scale with a raised 7th (Leading Tone)
 Jig - A lively dance form often found in music from Scotland, Ireland, and England.
 Maestoso Con Grandezza - Majestic with Grandeur.
 Melodic Minor Scale - A Natural Minor Scale with a raised 6th and 7th when ascending, but a normal, Natural Minor 6th and 7th when descending (gives the most minor feel while adding the leading tone function and not having the odd step-and-a-half interval between the 6th and 7th scale degrees)
 Molto - Very much.
 Movement - A self-contained (can stand on its own) section of a larger composition like a Symphony, Concerto, or Sonata.
 Overture - An Introduction to an Opera, Play, or Ballet (usually includes snippets of the music to come)
 Più - More.
 Più Vivo - More spirited.
 Poco a Poco - Little by little.
 Presto - Faster than Allegro.
 Symphony - A long piece written for orchestra and composed of three to five movements.
 Thumb Position (cello/bass) - Playing notes in a had position that uses the thumb (and not the pinky).
 Trill - Rapid alteration of two notes.
 Two-Part Invention - An imitation form often used by J.S. Bach where both parts are treated equally.

Topic: Repertoire, Ensemble Skills, Musicality in a group

Minutes for Topic: 2400

Core Lesson Description - 7th and 8th grades

Students will use performance skills to express musical ideas.

- Tone Production: clear resonant tone using grade two repertoire
- Left Hand Skill: vibrato motion on one finger while bowing
- Bowing Skills: tremolo, unanchored pizzicato
- Bass Standing Position: Adjust the length of the endpin so that the nut of the bass is near the top of the forehead, stand with feet hip width apart, place left foot slightly forward, position endpin in front of left foot one-arms-length away, turn bass slightly to the right, lean against the body so that the upper bout rests against the inside of the left pelvis
- Bass Left Hand Position: wrist straight, fingers curved creating a "C" shape, pad of the thumb on the back-center of neck aligned with the second finger, finger tips on tapes
- Bass Bow Hold: inside corner of right thumb touching where frog and stick intersect to make circle, middle finger on ferrule across from thumb, index finger over stick at first joint, relaxed pinky over stick on frog, fingers slightly spaced, flexible joints
- Shifting Skills: 3rd position for violin and viola; 4th position for cello; 4th position for bass.
- Musicianship:

Repertoire: Grade 2
 Improvisation: improvise using notes of G major scale with varied rhythms
 Ensemble Playing: sectional rehearsal skills
 SLO II. Students will demonstrate elements of music.

A. Reading Skills

Grade 7:

- Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 1 level
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- 6/8 meter, arpeggio, ensemble, fortissimo, left-hand pizzicato, phrase, pianissimo, simile, solo, syncopation, triplet, D.C. al Coda, D.S. al Coda, D.S. al Fine, descending, dotted eighth, tremolo

Grade 8:

- Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 2 level
- Intervals Played and Sung (aural training): Major third
- Reading skills: 2/2 meter, a tempo, ascending, Baroque style, chromatic,
- Sight-reading: Analyze piece prior to sight-reading; sight-read music at Grade 1 level
- Intervals Played and Sung (aural training): Major triad
- double stop, chord, harmonic, interval, cut time, melodic minor,

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B. Finger Patterns and Scales

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Grade Eight:

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- Viola - C, G, D Major two octaves, Bb Major, d minor one octave, 3rd pos, low 4th finger, shift same finger
- Cello - C, G, D Major two octave Bb Major, d minor one octave, 4th pos, shift same finger
- Bass - B-flat, C, G, D Major, one-octave; d minor one-octave

Advanced:

- Violin - a, g minor one-octave, B-flat, C Major two octaves, 2nd position, trills, double stops, shift different fingers

- Viola - a, g minor one octave, C, F two octaves, 2nd position, trills, double stops, shift different fingers
- Cello - C, F, Major two-octave, a, g minor one-octave
- Bass - a, g minor one octave, C, F Major two octaves, shifting different fingers

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Espressivo - Play expressively.

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