

Orchestra
8th Grade

Strand	Product Performance Artistic Perceptions				
Concept	Instrumental Performance Skills Expression and Technical Skills Group Playing Critique Musical Performances and Compositions				
<table border="1"> <thead> <tr> <th><u>Standards</u></th><th><u>Learning Targets</u></th></tr> </thead> <tbody> <tr> <td>A. Intermediate tone quality</td><td> <ol style="list-style-type: none"> <ul style="list-style-type: none"> Play piano-forte dynamic levels as well as crescendo and decrescendo changes with clear and steady tone production Use bow weight, speed and contact point to demonstrate a clear and resonant tone on all four strings playing grade level 2-3 music literature Play with proper left hand shape and arm position when shifting to higher positions Control arm weight and vary bow placement between fingerboard and bridge to control dynamic level Demonstrates intermediate vibrato technique within the music being played Play with bow perpendicular to the string Interpret and play intermediate expressive markings Become aware of other instrument parts and balance sound within the ensemble Evaluate 8th Grade musical performances </td></tr> </tbody> </table>		<u>Standards</u>	<u>Learning Targets</u>	A. Intermediate tone quality	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Play piano-forte dynamic levels as well as crescendo and decrescendo changes with clear and steady tone production Use bow weight, speed and contact point to demonstrate a clear and resonant tone on all four strings playing grade level 2-3 music literature Play with proper left hand shape and arm position when shifting to higher positions Control arm weight and vary bow placement between fingerboard and bridge to control dynamic level Demonstrates intermediate vibrato technique within the music being played Play with bow perpendicular to the string Interpret and play intermediate expressive markings Become aware of other instrument parts and balance sound within the ensemble Evaluate 8th Grade musical performances
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Alignments:

CCSS: 6-8.RST.4

Performance: 2.5, 3.2, 3.4

Knowledge: (CA) 6 (FA) 1 (SC) 2

MUGLE: PP.2.A; PP.2.B; PP.2.E; AP.2.B

NETS: N/A

DOK: 3

Instructional Strategies

- Guided practice of shifting to higher positions
- Teacher modeling of dynamic contrasts
- Pair/share
- Professional musician modeling (St. Louis Symphony trip)

Assessments/Evaluations

- Teacher:
 - observation
 - feedback
- Content Target – assessed using a scoring guide
- Concerts
- Individual student evaluations
- Peer evaluation

Sample Assessment Questions

- What conclusions can you draw if you are getting a scratchy sound when playing at a forte dynamic level?
- What is the effect of vibrato on tone quality?
- Explain the 3 changes in the bow that happen to create dynamic contrasts

Instructional Resources/Tools

- *Essential Elements 2000*, Book 3
- Music repertoire/supplemental materials
- Internet sources
- Professional recordings/performances
- Magazines:
 - ASTA
 - NAFME

Literacy Connections

- Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics

Cross Curricular Connections

- Science:
 - physics
 - weight
 - velocity
 - sound

Strand	Product Performance Elements and Principles of Music	
Concept	Instrumental Performance Skills Improvisation Rhythmic Notation Symbols of Expression Sight Reading	
<u>Standards</u>		<u>Learning Targets</u>
B. Intermediate rhythm and bowing		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Perform slurred triplet eighth notes and corresponding rests in level 2-3 music literature Perform loure and tremolo bowing in level 2-3 music literature Perform trills within music repertoire Perform rapid string crossings within music repertoire Apply appropriate bowing in level 2 music literature Demonstrate and count sixteenth note combinations and syncopated patterns Demonstrate understanding of rhythm patterns in level 2-3 music literature Play with a steady pulse in a variety of metronome markings in level 2-3 music literature Sight read rhythmic and melodic notation at level 2-3 difficulty Improvise short rhythmic and melodic patterns

	<ul style="list-style-type: none"> • Play music literature with mixed meters
Alignments CCSS: 6-8.RST.4 Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2 Performance: 1.6, 2.5, 3.4 MUGLE: PP.2.A; PP.3.A; EP.1.A; EP.1.C; EP.1.E NETS: 6b,d DOK: 3	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Rhythm games: <ul style="list-style-type: none"> • clapping • writing on dry erase boards • SmartMusic computer program • Shadow bowing • Teacher modeling of various rhythmic patterns • Counting systems (1e & a, etc.) • Professional musician modeling (St. Louis Symphony trip) • Video recording of class • Pair/share • Sight reading • Guided practice of various bowing techniques 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher: <ul style="list-style-type: none"> • observation • feedback • Content target – assessed using a scoring guide • Concerts • Individual student evaluation • Peer evaluation • Adjudicated music contest 	

Sample Assessment Questions

- How do various rhythms affect the bow speed and distribution?
- Write out the numeric counting system below each note

Instructional Resources/Tools

- *Essential Elements 2000*, Book 3
- Metronome
- SmartMusic computer program
- Music repertoire/supplemental material
- Internet sources
- Magazines:
 - ASTA
 - NAFME

Literacy Connections

- Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics

Cross Curricular Connections

- Math:
 - patterns
 - fractions

Strand	Product Performance	
Concept	Instrumental Performance Skills	
<p style="text-align: center;"><u>Standards</u></p> <p>C. Intermediate finger patterns and scales</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Play one octave chromatic scales • Perform two octave minor scales: a, c, d, e and g • Shift using the same finger • Shift using different fingers • Perform more complex melodies in higher positions
<p>Alignments CCSS: 6-8.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5 MUGLE: PP.2.A; EP.1.B NETS: N/A DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher modeling of melodies in higher positions • SmartMusic computer program • Guided practice of various scale patterns • Pair/share • Left hand finger pattern hand signals • Dry erase boards – notating scales • Visual/audio examples • Sight reading 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Teacher:<ul style="list-style-type: none">• observation• feedback• Content Target – assessed using a scoring guide• Student evaluation – visual and auditory• Adjudicated music contest• Group/individual playing tests• Music markings – half steps and whole steps
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• Identify the half step patterns in a piece of music literature• How are scales the foundation of music?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• <i>Essential Elements 2000</i>, Books 2 and 3• Electronic tuner• SmartMusic computer program• Music repertoire• Internet sources• Magazines:<ul style="list-style-type: none">• ASTA• NAFME
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• Math: Patterns

Strand	Product Performance Elements and Principles of Music	
Concept	Rhythmic Notation Melodic Notation Sight Reading Instrumental Performance Skills Expression and Technical Skills Repertoire	
<u>Standards</u>		<u>Learning Targets</u>
D. Intermediate music literacy and vocabulary		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Learn and apply new music vocabulary for level 2-3 music literature Understanding and applying enharmonics Apply key signature and accidentals (up to 3# and 3b) Sight-read music using 7th grade skill level Apply and perform mixed meter time signatures to level 2-3 music literature Conduct 2/4, 3/4 and 4/4 patterns Demonstrate literacy skills in level 2 music literature (decoding and comprehension) of symbols Demonstrate proper instrument care

Alignments

CCSS: 6-8.RST.4

Performance: 1.5, 2.5, 3.4

Knowledge: (CA) 6 (FA) 3 (MA) 5

MUGLE: EP.1.A; EP.1.B; EP.1.E; PP.2.A; PP.2.B; PP.2.C

NETS: 6b

DOK: 4

Instructional Strategies

- Teacher modeling of finger patterns in higher positions
- SmartMusic computer program
- Guided practice of sight reading skills
- Exit tickets – to define vocabulary
- Dry erase boards – notation of 3rd position
- Sing pitches
- Sight reading at 6th grade level
- Music markings:
 - Sharps
 - Flats
- Teacher feedback

Assessments/Evaluations

- Content Target – assessed using a scoring guide
- Student evaluation
- Adjudicated music contest
- Teacher observation of student performance
- Concerts
- Peer evaluation

Sample Assessment Questions

- Analyze the process used to sight-read music
- How does the accidental affect the given key signature?

Instructional Resources/Tools

- *Essential Elements 2000*, Books 2 and 3
- Metronome
- SmartMusic computer program
- Music:
 - repertoire
 - recordings
- Internet sources
- Magazines:
 - ASTA
 - NAFME

Literacy Connections

- Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics

Cross Curricular Connections

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