### 7th Grade Orchestra

7th grade Orchestra is a full year class. The full ensemble will rehearse a minimum of twice per week. Students electing Orchestra/Chorus will rehearse during the two full ensemble rehearsals. Students electing Orchestra only will rehearse one additional time for a total of three rehearsals per week. In addition, all orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day with the orchestra director or qualified lesson instructor in groups no larger than five students. These lessons will occur on a rotating pull-out basis.

This course is offered to string students who desire further training in bowed instrument techniques, ensemble rehearsal and performance techniques, and music reading. Participation in all scheduled rehearsals and performances is required. Adherence to the **Contract of Success** is required. Participation in the winter and spring evening curricular concerts is expected and integral for successful completion of this class. Homework for this class includes daily practice on assigned lesson and ensemble music.

### Course Overview

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Instruction Guide</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ensemble Goals:</strong></td>
<td>I. All students in the Fairfield Orchestra program progress through Skill Levels. These skill levels are a continuation from the sixth grade curriculum. Students in the 7th grade orchestra program will master Skill Level III and begin Skill Level IV by the end of the year.</td>
<td><strong>Common Assessments</strong></td>
</tr>
<tr>
<td>- 7th grade orchestra students will successfully perform and study in detail selected literature that relates to the repertoire map.</td>
<td>II. All students in the 7th grade orchestra will study common musical genres as identified in the repertoire map.</td>
<td>- Individual Performances</td>
</tr>
<tr>
<td>- 7th grade orchestra students will be able to perform within an ensemble setting with appropriate skills, as well as follow a conductor’s directions.</td>
<td>III. During ensemble rehearsals, skills learned in lessons such as rhythmic accuracy, intonation, tone, and music reading will be applied.</td>
<td>- Group Performances</td>
</tr>
<tr>
<td>- 7th grade orchestra students will perform a varied repertoire of music written and/or arranged for string orchestra.</td>
<td>IV. Instruction in lessons will focus on unique skills and techniques needed for specific instruments.</td>
<td><strong>Skill Assessments</strong></td>
</tr>
<tr>
<td><strong>Small Group Lesson Goals:</strong></td>
<td>V. All students in the 7th grade orchestra program will complete a series of tasks designed to meet state standards.</td>
<td>- Skill Level III - Mastery</td>
</tr>
<tr>
<td>- 7th grade orchestra students will successfully perform an appropriate level solo and scales in their lesson that represents their individual progress</td>
<td></td>
<td>- Skill Level IV - Proficiency</td>
</tr>
<tr>
<td>- 7th grade orchestra students will have mastered Skill Level III objectives and begin Skill Level IV.</td>
<td><strong>Student Achievement Form Level III &amp; IV</strong> Includes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tone Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bowing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Rhythms and Time Signatures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Scales and Scale Patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Finger Patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Positions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Solo Performance</td>
<td></td>
</tr>
</tbody>
</table>
Content Outline

I. Summary Objective 1
II. Summary Objective 2
III. Summary Objective 3
IV. Summary Objective 4
V. Summary Objective 5
VI. Summary Objective 6

Standards

Connecticut SDE Arts Curriculum Framework

Connecticut State Music standards are met in the following areas:

- Instrumental
- Notation
- Analysis
- Evaluation
- History and Cultures

Summary Objectives

Students will be able to:

- play their instruments in tune and with a characteristic tone, repertoire from the recommended 7th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles.
- enumerate rhythms designated in skill level IV at a basic level of proficiency.
- play rhythmic patterns in various time signatures designated in skill level IV at a basic level of proficiency.
- listen to, analyze, and describe performances, using basic music terminology designated in skill level IV.
- evaluate their own performances and compare and contrast them to performances of others, both individually and within an ensemble.
- describe distinguishing characteristics of representative music genres from selections contained in the repertoire map; including examples of significant historical events and cultural trends.
Fairfield Music Department Curriculum
Middle School Orchestra Repertoire Map

Repertoire selected will reflect the skill level represented in each ensemble:
Fairfield skill levels II - IV

6th GRADE
Baroque and Fiddle

7th GRADE
Classical and Popular

8th GRADE
Romantic and Contemporary
<table>
<thead>
<tr>
<th><strong>Ensemble Materials/Resources</strong></th>
<th><strong>Small Group Lesson Materials/Resources</strong></th>
<th><strong>Skill Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>used in all Summary Objectives</td>
<td>used in all Summary Objectives</td>
<td>used in all Summary Objectives</td>
</tr>
<tr>
<td>A variety of skill level appropriate string orchestra music representing various styles and genres.</td>
<td><strong>VIOLIN - LESSON MATERIALS</strong>&lt;br&gt;<strong>LEVEL III</strong>&lt;br&gt;* Denotes books supplied by student</td>
<td><strong>LEVEL III</strong>&lt;br&gt;Tone Quality</td>
</tr>
<tr>
<td></td>
<td><strong>VIOLA - LESSON MATERIALS</strong>&lt;br&gt;<strong>LEVEL III</strong>&lt;br&gt;* Denotes books supplied by student</td>
<td><strong>LEVEL IV</strong>&lt;br&gt;Tone Quality</td>
</tr>
<tr>
<td></td>
<td><strong>Required Materials:</strong>&lt;br&gt;Scales and Scale Patterns, Intermediate Level (continue)&lt;br&gt;* Essential Elements for Strings, Book II (continue)&lt;br&gt;Essential Technique for Strings- Allen, Gillespie, Hayes / Hal Leonard&lt;br&gt;* Suzuki Violin School, Volume II (continue)&lt;br&gt;<strong>Supplemental Materials:</strong>&lt;br&gt;Strictly Strings, Book I- Dillon, Kjelland, O’Reilly/ Highland-Etling&lt;br&gt;First Etude Album- (continue)&lt;br&gt;Solo Time for Strings, Book III- Etling / Highland-Etling</td>
<td><strong>LEVEL IV</strong>&lt;br&gt;Tone Quality</td>
</tr>
</tbody>
</table>
LEVEL III

Required Materials:
Scales and Scale Patterns, Intermediate Level
* Essential Elements for Strings, Book II- Allen, Gillespie, Hayes / Hal Leonard
* Suzuki Violin School, Volume 1- Summy Birchard (suggest beginning with “Etude”)
* Suzuki Violin School, Volume 2- Summy Birchard (after completion of Bk. I, not expected until grade 7)

Supplemental Materials:
Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling
28 Etudes- Muller / Belwin
Melody Book for Strings- Isaac, Straub, Genualdi/ Carl Fischer
Solo Time for Strings, Book II- Etling
Classical Album of Early Grade Pieces- Herfurth / Carl Fischer

LEVEL IV

Required Materials:
Scales and Scale Patterns, Intermediate Level (continue)
* Essential Elements for Strings, Book II (continue)
Essential Technique for Strings- Allen, Gillespie, Hayes / Hal Leonard
* Suzuki Viola School, Volume II (continue)

Supplemental Materials:
Strictly Strings, Book II- Dillon, Kjelland, O’Reilly / Highland-Etling
28 Etudes- (continue)
Classical Album of Early Grade Pieces- Herfurth / Carl Fischer
Solo Time for Strings- Book III- Etling / Highland-Etling

CELLO - LESSON MATERIALS

LEVEL III

Required Materials:
Scales and Scale Patterns, Intermediate Level
* Essential Elements for Strings, Book II- Allen, Gillespie, Hayes / Hal Leonard
**Gillespie, Hayes/ Hal Leonard**  
* **Suzuki Cello School, Volume 1- Summy Birchard (suggest beginning with “Etude”)**  
* **Suzuki Cello School, Volume 2- Summy Birchard (after completion of Bk. I, not expected until grade 7)**

**Supplemental Materials:**
- **Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling**
- **28 Etudes- Muller / Belwin**
- **Melody Book for Strings- Isaac, Straub, Genualdi/ Carl Fischer**
- **Solo Time for Strings, Book II- Etling**
- **Basic Method for Cello- Marcelli / Carl Fischer**

**LEVEL IV**

**Required Materials:**
- Scales and Scale Patterns, Intermediate Level (continue)
- * **Essential Elements for Strings, Book II (continue)**
- **Essential Technique for Strings- Allen, Gillespie, Hayes / Hal Leonard**
- * **Suzuki Cello School, Volume 2 (continue)**

**Supplemental Materials:**
- **Cello Solos in the 1st and 4th Positions- B. Errante / Boston Music Co.**
- **Strictly Strings, Book II- Dillon, Kjelland, O’Reilly / Highland-Etling**
- **28 Etudes (continue)**
- **New School of Cello Studies, Book 1- Krane / Spratt Music**
- **Solo Time for Strings, Book III- Etling / Highland-Etling**

---

**LEVEL III**

**Required Materials:**
- * **Double Bass Solo Book I, Oxford**
- * **Essential Elements for Strings, Book 2**
- **Scales and Scale Patterns, Intermediate Level**

**Supplemental Materials:**
- **Strictly Strings, book I- Dillon, Kjelland, O’Reilly / Highland-Etling**
Highland-Etling
Solo Time for Strings, Book II- Etling
Progressive Repertoire for the Double Bass, Volume 1-
George Vance
Melody Book for Strings- Isaac, Straub, Genualdi/ Carl
Fischer

**LEVEL IV**

Required Materials:
Scales and Scale Patterns, Intermediate Level (continue)
* Essential Elements for Strings, Book II (continue)
Essential Technique for Strings- Allen, Gillespie, Hayes/
* Double Bass Solo Book I, Oxford (continue)

Supplemental Materials:
Strictly Strings, Book II – Dillon, Kjelland,
O’Reilly/Highland-Etling
Solo time for Strings, Book III / Highland-Etling
Progressive Repertoire for the Double Bass, Volumes 1 & 2
Summary Objective 1, [top]

**Standards**

*Instrumental*

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.

**Unit Objective**

Students will be able to:

- Play their instruments in tune and with a characteristic tone, repertoire from the recommended 7th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles.

**Tasks**

<table>
<thead>
<tr>
<th><strong>Ensemble</strong></th>
<th><strong>Small Group Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group performance of scales from Skill level IV at a basic level of proficiency</td>
<td>Individual performance of designated lesson materials with a characteristic tone, phrasing and articulation from Skill level IV at a basic level of proficiency</td>
</tr>
<tr>
<td>Group performance of orchestra literature from recommended 7th grade repertoire list. Use of appropriate balance and blend while following a conductor’s non-verbal directions.</td>
<td>Develop individual practice strategies</td>
</tr>
</tbody>
</table>

**Assessments**

- **Common Assessments**
  - Individual Performances
  - Group Performances
- **Skill Assessments**
  - [Skill Level III - Master](#)
  - [Skill Level IV - Proficiency](#)
- **Ensemble Performance Assessment**
- **Student Achievement Form Level III & IV**
  - Review
  - Tone Quality
  - Bowing
  - Rhythms and Time Signatures
  - Scales and Scale Patterns
  - Finger Patterns
  - Positions
  - Solo Performance

**Ensemble Materials/Resources**

See above

**Small Group Lesson Materials/Resources**

See above

**Skill Objectives**

See above

**Technology Resources**

Differentiated Instruction

**Enrichment/ELL**

7th Grade Orchestra

BOE Approved 12/08/2009
Music theory:
http://www.musictheory.net/
http://library.thinkquest.org/15413/theory/theory.htm

Virginia Tech Multimedia Music Dictionary, with audio files:
http://www.music.vt.edu/musicdictionary/

Online metronomes, tuners:
http://webmetronome.com/
http://www.metronomeonline.com/

String Pedagogy:
http://www.uvm.edu/~mhopkins/string/
http://www.theviolinsite.com/
http://www.celloprofessor.com/
http://doublebassblog.org/

Dealers of stringed instruments, bows, music & accessories:
http://www.sharmusic.com/
http://www.swstrings.com/
http://shop5.mailordercentral.com/lemurmusic
(double bass only)

Dealers of music technology supplies:
http://www.sweetwater.com/
(formerly Lentine’s)

Music and audio software:
http://www.makemusic.com/
http://www.pgmusic.com/
http://audacity.sourceforge.net/
http://store.apple.com/us/browse/home/shopmac/software/music_audio?mco=Nzk5MDM2OQ
(Apple)

Publishing companies and sheet music retailers:
www.jwpepper.com
www.lucksmusic.net
www.alfred.com
http://www.carlfischer.com/Fischer/welcome.html
www.fjhmusic.com
www.halleonard.com
http://www.ludwinmusic.com/

Small Group Lessons

For those who qualify:
- Fairfield County String Festival
- Individual School Chamber Orchestra
- Western Region Music Festival
- Fairfield Middle School Honors Orchestra
**Summary Objective 2.**

**Standards**

**Notation**

Students will read and notate music.

Students will:

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

**Unit Objective**

Students will be able to:

- Enumerate rhythms designated in skill level IV at a basic level of proficiency.

**Tasks**

**Ensemble**

- Enumerate musical notation verbally and in writing, orchestra literature from 7th grade repertoire map

**Small Group Lesson**

- Enumerate musical notation verbally and in writing, designated lesson materials

**Assessments**

**Common Assessments**

- Individual Performances
- Group Performances

**Skill Assessments**

- Skill Level III - Master
- Skill Level IV - Proficiency

**Ensemble Performance Assessment**

**Student Achievement Form Level III & IV**

Includes:

- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

**Ensemble Materials/Resources**

See above

**Small Group Lesson Materials/Resources**

See above

**Skill Objectives**

See above

**Technology Resources**

See Above

**Differentiated Instruction**

Small Group Lessons

**Enrichment/ELL**
## Summary Objective 3

### Standards

**Notation**

Students will read and notate music.

Students will:
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

### Unit Objective

Students will be able to:
- Play rhythmic patterns in various time signatures designated in skill level IV at a basic level of proficiency.

### Tasks

**Ensemble**
- Play musical notation in orchestra literature from 7th grade repertoire map with appropriate balance and blend while following a conductor’s non-verbal direction.

**Small Group Lesson**
- Play musical notation from designated lesson materials

### Assessments

**Common Assessments**
- Individual Performances
- Group Performances

**Written Theory Assessments**

**Skill Assessments**
- **Skill Level III** - Master
- **Skill Level IV** - Proficiency

**Ensemble Performance Assessment**

**Student Achievement Form Level III & IV**
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

### Ensemble Materials/Resources

See above

### Small Group Lesson Materials/Resources

See above

### Skill Objectives

See above

### Technology Resources

**Differentiated Instruction**

### Enrichment/ELL
| See Above | Small Group Lessons |
### Standards

**Analysis**

Students will listen to, describe and analyze music.

Students will:
- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music in aural examples representing diverse genres and cultures.

### Unit Objective

Students will be able to:
- Listen to, analyze, and describe performances, using basic music terminology designated in skill level IV.

### Tasks

**Ensemble**
- Develop criteria for analyzing the quality and effectiveness of music performances using appropriate terminology
- Use the criteria to analyze the quality and effectiveness of their own curricular concerts using appropriate terminology
- Use the criteria to analyze the quality and effectiveness of others’ performances using appropriate terminology

**Small Group Lesson**
- Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance
- Apply analytical skills in daily home practice to predict successful lesson performance

### Assessments

**Common Assessments**
- Individual Performances
- Group Performances

**Skill Assessments**
- [Skill Level III - Master](#)
- [Skill Level IV - Proficiency](#)

**Ensemble Performance Assessment**

**Student Achievement Form Level III & IV**
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

### Ensemble Materials/Resources
See above

### Small Group Lesson Materials/Resources
See above

### Skill Objectives
See above

### Technology Resources
See above

### Differentiated Instruction
Small Group Lessons

### Enrichment/ELL
See above
Summary Objective 5

Standards
Evaluation
Students will evaluate music and music performances.
Students will:
- evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

Unit Objective
Students will be able to:
- Evaluate their own curricular concert performances and compare and contrast them to performances of others, both individually and within an ensemble.

Tasks
- Develop criteria for evaluating the quality and effectiveness of their orchestra’s performance.
- Evaluate the quality and effectiveness of their individual performance within the ensemble and the performance of the ensemble as a whole.
- Offer constructive suggestions for improvement of individual, section and ensemble

Small Group Lesson
- Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance
- Apply analytical skills in daily home practice to predict successful lesson performance

Assessments
- Ensemble Performances: Winter and Spring Concerts and written evaluation of individual and group performances of each concert
- Common Assessments
  - Individual Performances
  - Group Performances
- Skill Assessments
  - Skill Level III - Master
  - Skill Level IV - Proficiency
- Student Achievement Form Level III & IV
  - Review
  - Tone Quality
  - Bowing
  - Rhythms and Time Signatures
  - Scales and Scale Patterns
  - Finger Patterns
  - Positions
  - Solo Performance

Ensemble Materials/Resources
See above

Small Group Lesson Materials/Resources
See above

Skill Objectives
See above
<table>
<thead>
<tr>
<th>Technology Resources</th>
<th>Differentiated Instruction</th>
<th>Enrichment/ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above</td>
<td>Small Group Lessons</td>
<td>For those who qualify:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fairfield County String Festival</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual School Chamber Orchestra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Western Region Music Festival</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fairfield Middle School Honors Orchestra</td>
</tr>
</tbody>
</table>
### Summary Objective 6

**Standards**

**History And Cultures**

Students will understand music in relation to history and culture.

Students will:
- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

#### Unit Objectives

Students will be able to:
- Describe distinguishing characteristics of classical and popular music as identified in the repertoire map, including examples of significant historical events and cultural trends.

#### Tasks

**Ensemble**

Group Study and Performance of:
- **Classical**
  - Form
    - ABA
  - Harmonic Structure
    - I-V:|| development- recapitulation (I)
  - Textural considerations
    - melody + homophonic accompaniment
  - Use of appropriate bow techniques
    - brush stroke
- **Popular**
  - Rhythm
    - syncopation, bowing styles
  - Textural
    - bass line + chordal support + melody
  - Historic
    - purpose for writing, current events

**Small Group Lesson**

- Describe distinctive characteristics to given musical examples from designated lesson material/literature.

#### Assessments

**Common Assessments**

- Individual Performances
- Group Performances

**Skill Assessments**

- Skill Level III - Master
- Skill Level IV - Proficiency

**Ensemble Performance Assessment**

**Student Achievement Form Level III & IV**

Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

#### Ensemble Materials/Resources

See above

#### Small Group Lesson Materials/Resources

See above

#### Skill Objectives

See above

#### Technology Resources

**Differentiated Instruction**

#### Enrichment/ELL
| See above | Small Group Lessons |