

8th Grade Orchestra

8th 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. 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

Course Goals

Ensemble Goals:

- 8th grade orchestra students will successfully complete a minimum of level IV skill objectives by the end of the year.
- 8th grade orchestra students will perform and study selected literature that relates to the repertoire map.
- 8th grade orchestra students will successfully perform within the ensemble setting with appropriate technique, while following the conductor's cues, a varied repertoire of music written and/or arranged for string orchestra.
- Students will demonstrate the application of skills to an ensemble setting.

Small Group Lesson Goals:

- 8th grade orchestra students will successfully perform an appropriate level solo and scales in their lesson that represents their individual progress.
- 8th grade orchestra students will master Skill Level III and will approach proficiency in Level IV by the end of the

Instruction Guide

- I. All students in the Fairfield Orchestra program progress through Skill Levels. These skill levels are a continuation from the elementary school curriculum. Most students in the orchestra program will be proficient in Skill Level IV by the end of their 8th grade year.
- II. All students in the 8th grade orchestra will study common musical genres as identified in the repertoire map.
- III. During ensemble rehearsals, skills learned in lessons such as rhythmic accuracy, intonation, tone, and music reading will be applied.
- IV. Instruction in lessons will focus on unique skills and techniques needed for specific instruments.
- V. All students in the 8th grade orchestra program will complete a series of tasks designed to meet state standards.

Assessments

Common Assessments

- Individual Performances
- Group Performances

Skill Assessments

- Skill Level III – Mastery
- Skill Level IV - Proficiency

Student Achievement Form Level III & IV

Includes:

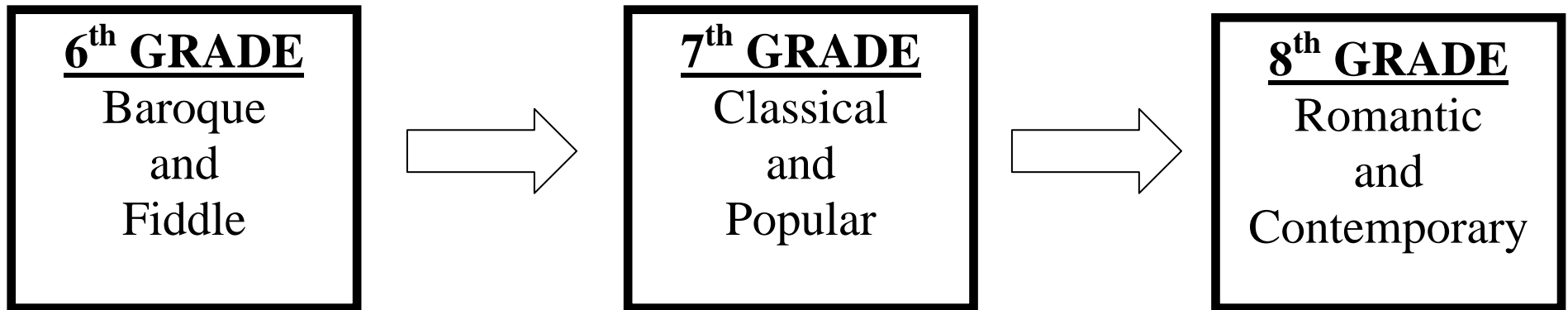
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

year.		
<p>Content Outline</p> <p>I. Summary Objective 1</p> <p>II. Summary Objective 2</p> <p>III. Summary Objective 3</p> <p>IV. Summary Objective 4</p> <p>V. Summary Objective 5</p> <p>VI. Summary Objective 6</p>	<p>Standards</p> <p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State Music standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>History and Culture</i> 	<p>Summary Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Play their instruments in tune and with a characteristic tone, repertoire from the recommended 8th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles. • Enumerate rhythms designated through skill level IV at a mastery level of proficiency. • Play rhythmic patterns in various time signatures designated through skill level IV at a mastery level of proficiency. • Listen to, analyze, and describe performances, using complete music terminology designated through 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



<u>Ensemble Materials/Resources</u>	<u>Small Group Lesson Materials/Resources</u>	<u>Skill Objectives</u>
<p>used in all Summary Objectives</p> <p>A variety of skill level appropriate string orchestra music representing various styles and genres.</p> <p>Theory Time Packets: 1 A&B, 2 A&B, 3 A&B</p>	<p>used in all Summary Objectives</p> <p>* Denotes materials to be supplied by student.</p> <p style="text-align: center;">VIOLIN - LESSON MATERIALS <u>LEVEL III</u></p> <p>Required Materials: Scales and Scale Patterns, Intermediate Level * Essential Elements for Strings, Book II – Allen, Gillespie, Hayes/ Hal Leonard * Suzuki Violin School, Volume 1 (suggest beginning with “Etude”) * Suzuki Violin School, Volume 2 (after completion of Bk. I, not expected until grade 7)</p> <p>Supplemental Materials: Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling First Etude Album- Whistler & Hummel / Rubank Melody Book for Strings- Isaac, Straub, Genualdi/ Carl Fischer Solo Time for Strings, Book II- Etling Ten Little Classics- Bach / Carl Fischer Classical Album of Early Grade Pieces- Herfurth / Carl Fischer</p> <p style="text-align: center;"><u>LEVEL IV</u></p> <p>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 Violin School, Volume II (continue)</p> <p>Supplemental Materials: Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling First Etude Album- (continue)</p>	<p>Used in all Summary Objectives</p> <p>LEVEL III Tone Quality</p> <p>Rhythm and Bowing</p> <p>Scales/Positions/Finger Patterns</p> <p>LEVEL IV Tone Quality</p> <p>Rhythm and Bowing</p> <p>Scales/Positions/Finger Patterns</p>

Solo Time for Strings- Book III- Etling / Highland-Etling

**VIOLA - LESSON MATERIALS
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
* *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

	<p style="text-align: center;">BASS - LESSON MATERIALS <u>LEVEL III</u></p> <p>Required Materials: * Double Bass Solo Book I, Oxford * Essential Elements for Strings, Book 2 Scales and Scale Patterns, Intermediate Level</p> <p>Supplemental Materials: <u>Strictly Strings</u>, book I- Dillon, Kjelland, O'Reilly / Highland-Etling <u>Solo Time for Strings</u>, Book II- Etling <u>Progressive Repertoire for the Double Bass</u>, Volume 1- George Vance <u>Melody Book for Strings</u>- Isaac, Straub, Genualdi/ Carl Fischer</p> <p style="text-align: center;"><u>LEVEL IV</u></p> <p>Required Materials: Scales and Scale Patterns, Intermediate Level (continue) * Essential Elements for Strings, Book II (continue) <u>Essential Technique for Strings</u>- Allen, Gillespie, Ha * Double Bass Solo Book I, Oxford (continue)</p> <p>Supplemental Materials: <u>Strictly Strings, Book II</u> – Dillon, Kjelland, O'Reilly/Highland-Etling <u>Solo time for Strings</u>, Book III / Highland-Etling <u>Progressive Repertoire for the Double Bass</u>, Volumes 1 & 2</p>	
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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 8th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles.

Tasks

Ensemble

- Group performance of scales through Skill level IV at a mastery level of proficiency.
- Group performance of string orchestra literature from recommended 8th grade repertoire list. Using appropriate balance and blend while following a conductor’s non-verbal directions.

Small Group Lesson

- Individual performance of designated lesson material with a characteristic tone, phrasing and articulation from Skill level IV at a mastery level of proficiency.
- Develop individual practice strategies

Assessments

Common Assessments

- Individual Performances
- Group Performances

Skill Assessments

- Skill Level III – Mastery
- Skill Level IV - Proficiency

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

For those who qualify:

		<ul style="list-style-type: none">• Fairfield County String Festival• Individual School Chamber Orchestra• Western Region Music Festival• Fairfield Middle School Honors Orchestra
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Summary Objective 2 [top](#)

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 through skill level IV at a mastery level of proficiency.

Tasks

Ensemble

- Enumerate musical notation verbally and in writing, orchestra literature from 8th 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 IV

Student Achievement Form Level 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

Summary Objective 3 [top](#)

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 through skill level IV at a mastery level of proficiency.

Tasks

Ensemble

- Play musical notation in orchestra literature from 8th 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

Skill Assessments

- Skill Level IV

Student Achievement Form Level 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

Summary Objective 4 [top](#)

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 complete music terminology designated through 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 Lessons

- 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 IV

Student Achievement Form Level 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

Summary Objective 5 [top](#)

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

Ensemble

- 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 IV

Student Achievement Form Level 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

Summary Objective 6 [top](#)

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 Objective

Students will be able to:

- Describe distinguishing characteristics of romantic and contemporary music as identified in the repertoire map, including examples of significant historical events and cultural trends.

Tasks

Ensemble

Group study and performance of:

Romantic

- General Principles
 - emphasis of feelings and intensity of emotion
 - greater freedom from form
 - extreme dynamic contrasts;
- Use of bow
 - greater variation of bow speed, weight and placement
- Tonality
 - increased use of minor keys and chromaticism

Contemporary

- Texture
 - all voices sharing equal importance
- Rhythm and meter
 - greater use of syncopation
 - frequent meter and tempo changes are more common
- Cultural influences
 - nationalism, relevance

Small Group Lessons

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

Assessments

Common Assessments

- Individual Performances
- Group Performances

Skill Assessments

- Skill Level IV

Student Achievement Form Level IV

Includes:

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

<u>Ensemble Materials/Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>