

## GRADE 8 ORCHESTRA LEVEL 2 FRAMEWORK

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### YEARLY PERFORMANCES

- Halloween Parade
- Thanksgiving Breakfast
- Winter Concert
- Mad Hatter Tea Party
- Spring Concert
- Cross curricular Collaborative Project
- Living Composers Project

### CONTENT

- Pieces selected accordingly to the group and individual level, and/or seasonal event.
- Technique and theory will be learned through Essential Elements 2000 Book 2.

### PRACTICE

- Review of material in Moodle is expected.
- Attendance to school rehearsals is expected.
- Individual practice at home is expected.
- Attendance to school rehearsals and performances is expected.

## **RESOURCES**

- Essential Elements 2000 Book 2. Moodle Page.
- Moodle Page.
- Smart Music.

## **PERFORMANCE OPORTUNITIES**

- Open Mic
- Talent Show

## **REQUIRED MATERIALS**

- School provides cellos and double bass for in-class use.
- Violin and Viola students must purchase/rent an instrument and bring it to each one of the classes.
- Cellos and Double bass students might do their practicing at school, after school hours, prior teacher's consent.
- All students must bring the music and books provided by the school to every class.

## **PERFORMANCE INDICATORS**

### **CREATE**

Compose and improvise ideas for melodies and rhythmic passages based on characteristics(s) of music or text(s) studied in rehearsal. DOK 3

Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. DOK 4

Preserve draft compositions and improvisations through standard notation and audio recording. DOK 2

Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. DOK 3

Share personally-developed melodies and rhythmic passages- individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal. DOK 3 E

### **PERFORM**

Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. DOK 2 E

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. DOK 2

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. DOK 2

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. DOK 3

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. DOK 3

Demonstrate an understanding of the context of the music through prepared and improvised performances. DOK 3

### **RESPOND**

Explain reasons for selecting music citing characteristics found in the music, connection to interest, and purpose of context. DOK 2 E

Describe how understanding context and the way the elements of music are manipulated inform the response to music. DOK 2

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. DOK 2

Explain the influence of experiences, analysis, and context on interest in and evaluation of music. DOK 2

### **CONNECT**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 2

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 3 E