

Middle School Orchestra

Curriculum/Content Area: Middle School Orchestra	Course Length: 3 years
Course Title:6/7/8 Grade Orchestra	Date last reviewed: Summer 2018
Prerequisites: None	Board approval date: November 2018
Primary Resources: <ul style="list-style-type: none">● Essential Elements Lesson Book● EEi Student recording audio data storage● Music Tech Teacher Web Site● MusicTheory.net● Concert Repertoire	

Desired Results

Course description and purpose:

Orchestra classes provide a learning environment for students to develop musical knowledge, skills, and understandings through a variety of experiences - creating, performing, responding to, and making connections to music - ultimately building a lifelong appreciation of music. The orchestra curriculum aims to expand students' understanding of music within larger personal, cultural, and historical contexts through performance inquiry, theoretical study, and connection with peers through music. Large ensemble instruction utilizes both traditional rehearsal models as well as personalized learning opportunities to enhance student's experience and interaction with the curriculum. Creating, Performing, and Responding, and Connecting will all be addressed within the large ensemble structure through study of quality orchestral literature as well as music history and theory. Small group instruction allows for deeper personalization of the orchestra curriculum and encourages a stronger teacher-student relationship that allows for more frequent formative feedback to the student. The combination of large and small ensemble instruction creates the balance of maintaining a very high quality performing orchestral ensemble while encouraging students to make deeper personal connections with the curriculum, thus empowering them to continue their musical learning outside of the classroom.

Enduring Understandings:	Essential Questions:
STANDARD 1 - Create: <ul style="list-style-type: none">● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.● Musicians' creative choices are influenced by their expertise, context, and expressive intent.● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	STANDARD 1 - Create: <ul style="list-style-type: none">● How do musicians generate creative ideas?● How do musicians make creative decisions?● How do musicians improve the quality of their creative work?● When is creative work ready to share?

<ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. 	
<p>STANDARD 2 - Perform:</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. ● The context and how a work is presented influence the audience response. 	<p>STANDARD 2 - Perform:</p> <ul style="list-style-type: none"> ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

STANDARD 3 - RESPOND:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

STANDARD 3 - RESPOND:

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

STANDARD 4 - CONNECT:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STANDARD 4 - CONNECT:

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Priority Standards

1. Standard 1 - CREATE

- a. MP1.Cr.9.m: Develop musical compositions for voices or instruments.
- b. MP1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.

2. Standard 2 - PERFORM

- a. MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- b. MP2.P.18.m Perform using expressive qualities and techniques.
- c. MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- d. MP2.P.22.m: Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.

3. Standard 3 - RESPOND

- a. MP3.R.10.m: Express musical ideas through verbal, movement, written, artistic, or technological means.
- b. MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- c. MP3.R.13.m: Reflect upon and critique performances using grade- appropriate music vocabulary.

4. Standard 4 - CONNECT

- a. MP4.Cn.9.m: Analyze the historical and cultural relationships of music's interactions with other disciplines.
- b. MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade-appropriate music vocabulary.

Middle School Orchestra

Topics of Study:

- **CREATE:**
 - Compositional Elements of Music
 - Elements of Music Theory

- Standard Notation
- Audio Recording Technologies such as GarageBand, Smart Music, and student-selected technologies.
- **PERFORM**
 - Performance techniques (finger patterns, positions, bowing styles)
 - Expressive performance techniques (Vibrato, dynamics, articulations, etc)
 - Collaborative Ensemble Skills
- **RESPOND:**
 - Reading and Writing about Music
 - Using Music Vocabulary to Evaluate Performances
- **CONNECT:**
 - Using Technical Language to Describe Music Expressively
 - Purpose of Performance - Social and Historical Contexts of Orchestral Repertoire
 - Making Music Mine
 - How does the music I perform affect or reinforce my feelings, values, opinions, or character?

Standards: (Priority standards bold)

Standard 1 - CREATE (Intermediate Level of Proficiency)

- **MP1.Cr.9.m: Develop musical compositions for voices or instruments.**
- MP1.Cr.10.m: Improvise rhythmic, melodic, and harmonic variations to embellish a song.
- **MP1.Cr.11.m: Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.**
- MP1.Cr.12.m: Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.

Standard 2 - PERFORM

- **MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.**
- **MP2.P.18.m Perform using expressive qualities and techniques.**
- **MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.**
- MP2.P.20.m: Illustrate how the setting and music elements contribute to the context of the music.
- MP2.P.21.m: Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance.
- **MP2.P.22.m: Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.**
- MP2.P.23.m: Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.
- MP2.P.24.m: Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.

Standard 3 - RESPOND

- MP3.R.9.m: Define and demonstrate understanding of foundational musical elements in discussion and written reflections.

- **MP3.R.10.m: Express musical ideas through verbal, movement, written, artistic, or technological means.**
- **MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.**
- MP3.R.12.m: Demonstrate proper concert/audience etiquette for a variety of musical settings.
- **MP3.R.13.m: Reflect upon and critique performances using grade- appropriate music vocabulary.**

Standard 4 - CONNECT

- **MP4.Cn.9.m: Analyze the historical and cultural relationships of music's interactions with other disciplines.**
- **MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.**
- MP4.Cn.11.m: Categorize musical connections, similarities, and differences.
- MP4.Cn.12.m Compare and contrast the roles of musicians in various music settings and world cultures.

Learning Targets:

Standard 1 - CREATE

- I can create a musical composition for my voice or instrument using standard or alternative notation and incorporating the elements of music.

Standard 2 - PERFORM

- I can demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- I can create mood and style by using expressive techniques to enhance a musical performance.
- I can analyze my own and other's performance and develop strategies to address technical challenges that improve the performance or technique.
- I can perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.

Standard 3 - RESPOND

- I can express musical ideas through verbal, movement, written, artistic, or technological means.
- I can evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- I can reflect upon and critique performances using grade- appropriate music vocabulary.

Standard 4 - CONNECT

- I can analyze the historical and cultural relationships of music's interactions with other disciplines.
- I can explain how music relates to myself, others, and the world using grade- appropriate music vocabulary.

Assessment Evidence:

This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Include standards-reference rubrics and learning continuums in this section once they are developed.

Performance Assessment Options *May include, but are not limited to the following:*

- Online assessments
- Audio or videorecording
- Small ensemble performance
- Large ensemble performance

Other assessment options

May include, but are not limited to the following:

- Written work including music theory, composition, and analysis
- Participation in large and small group discussion
- Conducting the ensemble, demonstrating leadership through sectional work
- Offering written or verbal analysis or repertoire, techniques, or concepts

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

- Online or physical metronome.
- Student selected solos or ensembles to fit skill level or to provide growth opportunity.
- Student lead small groups with the teachers input.
- Listening or watching performances on their instrument of their peers.
- Listening or watching performances on their instruments by professionals.
- Online games and assignments to sharpen fingering, rhythm and note reading skills.
- Daily sight reading in the large group.