

## 8<sup>th</sup> GRADE ORCHESTRA

**8<sup>th</sup> grade Orchestra** is offered to all students who have completed Fairfield Orchestra Skill Level IV. Instruction emphasizes instrumental techniques, ensemble rehearsal and performance techniques, and music reading. All orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the orchestra director or FPS music teacher specializing in orchestra. Recommended lesson size is no more than 6 students.

Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. 8<sup>th</sup> grade orchestra is a full year class that meets three times per week. Students electing Orchestra/Chorus will rehearse once per week in Chorus, and twice per week with an Orchestra class.

### Course Overview

All students in the Fairfield Orchestra Program progress through an Ensemble Sequence and instrument specific Skill Levels.

#### Fairfield's Orchestra Program Ensemble Sequence

| <u>Grade/Course</u>                   | <u>Instrument Skill Level</u> | <u>Ensemble Sequence Marker</u> |
|---------------------------------------|-------------------------------|---------------------------------|
| 4 <sup>th</sup> Grade Orchestra       | I                             | Novice                          |
| 5 <sup>th</sup> Grade Orchestra       | II                            | Novice                          |
| 6 <sup>th</sup> Grade Orchestra       | III                           | Intermediate                    |
| 7 <sup>th</sup> Grade Orchestra       | IV                            | Intermediate                    |
| <b>8<sup>th</sup> Grade Orchestra</b> | <b>V</b>                      | <b>Proficient</b>               |
| Concert Orchestra                     | VI                            | Accomplished                    |
| Symphonic Orchestra                   | VII                           | Advanced                        |
| Chamber Orchestra                     | *Extension Course             | Advanced+                       |

#### Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

#### Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include

#### Artistic Processes

- Create
- Perform
- Respond
- Connect

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.

|  |   |  |
|--|---|--|
|  | <p>responding to conductor’s cues, ensemble balance and blend, and performance etiquette.</p> <p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p> <p><b>Small Group Lesson Goals</b></p> <p>I. Students will complete Skill Level V by the end of their 8<sup>th</sup> grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.</p> <p>III. Demonstrate proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p> | <ul style="list-style-type: none"> <li>• Interpret intent and meaning in artistic work.</li> <li>• Apply criteria to evaluate artistic work.</li> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul> |
|--|---|--|

|  |   |  |
|--|---|--|
| <p><b><u>Summary Ensemble Skill Objectives</u></b><br/> Used in all Summary Objectives for all students regardless of instrument</p> <p><b>Level V</b></p> <ul style="list-style-type: none"> <li>• Students will enumerate and perform eighth and sixteenth notes and rests, sixteenth/eighth note patterns, dotted eighth-sixteenth, eighth note triplets, and syncopation in simple meter, whole, half, quarter, eighth and dotted notes/rests in compound meter.</li> <li>• Students will play and read 6/8 time signature.</li> <li>• Students assimilate the following terms and symbols into their vocabulary and performances: piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, treble clef, bass clef, alto clef, berlin, measure, repeat sign, double bar line, key signature, bow lift, up bow, down bow, tie, slur, staccato, plucking, bowing, hooked bow, double stops, detached pizzicato<br/> Common time, sharp, flat, natural, fermata, unison, divisi, fortissimo, diminuendo, accent, ritardando, tempo, a tempo, allegro, andante, moderato, coda, D.C. al fine, D.C. al coda, 1<sup>st</sup> and 2<sup>nd</sup> endings, D.S., tone, legato, arco, detache, martele, intonation, caesura, pianissimo, adagio, cantabile, interval, maestoso, dolce, arpeggio, spiccato, vibrato, tremolo, balance point, presto, portato</li> <li>• Students can identify and/or perform the following terms and symbols: solo, soli, tutti, largo, trill, grace note, glissando, allegro moderato, meno mosso, piu mosso, sfzando, marcato, grand martele, retake, 1 measure repeat sign.</li> </ul> | <p><b><u>Summary Small Group Lesson Skill Objectives</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level V.</li> <li>• Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson.</li> </ul> | <p><b><u>Assessments</u></b></p> <p><b>Ensemble Assessments</b></p> <ul style="list-style-type: none"> <li>• Ensemble Performances (Winter and Spring Concerts)</li> <li>• Written Concert Evaluation (Winter and Spring Concerts)</li> <li>• End of the Year assessment</li> </ul> <p><b>Small Group Lesson Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Year Playing Assessment</li> <li>• Skill Level V Individual checklist</li> </ul> |
|--|---|--|

## CREATING

*Conceiving and developing new artistic ideas and work.*

### Enduring Understanding

- 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.

### Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

**Process Components: Plan and Make, Evaluate and Refine**

### Repertoire

Student composed melodic phrase

### Tasks

#### **Small Group Lesson**

- Students will create an original eight measure composition in 6/8, key of C major, that ends on C, uses a variety of note and rest values, in a one octave range that includes steps, skips, and repeated notes
- Students will evaluate their composition for proper use of notes, note values and movement of melodic line and will refine their work as needed.

### Assessment

#### **Small Group Lesson**

- Composition Rubric
- Peer Assessment
- Self Assessment checklist

## PERFORMING

*Realizing artistic ideas and work through interpretation and presentation.*

### Enduring Understanding

- 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.

### Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

**Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present**

### Repertoire

#### **Ensemble**

Students will perform grade level appropriate orchestral arrangements representing a variety of genres that include Fairfield's Skill Level V objectives.

Romantic and Contemporary music are the focus genres and 6/8 time signature is the focus meter. At least one piece in each of the focus areas will be performed during the year.

#### **Small Group Lesson**

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level V objectives.

### Tasks

#### **Ensemble**

Students will:

- Perform A, F, Bb major as well as D, A minor and chromatic Scales
- Rehearse as a full ensemble and perform orchestral literature demonstrating appropriate tempi, dynamics, balance and blend while following a conductor's non-verbal directions.
- Analyze, interpret, rehearse, evaluate, refine and present pitches, rhythms, dynamics, and articulations
- Evaluate & Refine ensemble intonation.
- Present orchestral literature in grade level concerts that includes but is not limited to Romantic and Contemporary music, and a piece in 6/8 time with characteristic tone and attention to intonation.

### Assessment

#### **Ensemble**

- Formative assessments on dynamics, balance and blend, major and minor scales, and following the conductor's gestures
- Summative Winter and Spring concert performances

#### **Small Group Lesson**

- Formative and summative district-wide playing assessments
- Skill Level V Checklist

|  |   |  |
|--|---|--|
|  | <p><b>Small Group Lesson</b><br/>Students will individually perform designated lesson material in accordance with Fairfield Skill Level V with characteristic tone and attention to intonation.</p> |  |
|--|---|--|

## RESPONDING

*Understanding and evaluating how the arts convey meaning*

### Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

### Essential Question

- How do we judge the quality of musical work(s) and performances?

**Process Components: Analyze, Interpret, Evaluate**

### Repertoire

#### **Ensemble**

Students will perform grade level appropriate orchestral arrangements representing a variety of genres that include Fairfield's Skill Level V objectives. Romantic and Contemporary music are the focus genres and 6/8 time signature is the focus meter.

#### **Small Group Lesson**

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level V objectives.

### Tasks

#### **Ensemble**

Students will:

- Analyze and discuss targeted instrumental techniques, ensemble skills, and elements of music during rehearsals
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary
- Demonstrate knowledge of all components of a time signature, understanding the bottom number and its impact on enumeration
- Demonstrates understanding of the dot as it relates to note values and enumeration
- Make informed, critical evaluations of the quality and effectiveness of performance

### Assessment

#### **Ensemble**

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals
- Written evaluation of |winter and spring concerts
- Written End of Year Assessment

#### **Small Group Lesson**

- Individual improvement on targeted instrumental techniques
- Group discussion of problem solving strategies during at home practice

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Apply evaluation criteria to their personal participation in rehearsals and curricular concerts</li><li>• Identify and play enharmonics.</li></ul> <p><b>Small Group Lesson</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Make informed, critical evaluations of the quality and effectiveness of their performances</li><li>• Through analysis and evaluation, apply problem solving strategies during home practice</li></ul> |  |
|--|---|--|



## CONNECTING

*Relating artistic ideas and work with personal meaning and external context.*

### Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

### Essential Question

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

**Process Components: Compare and Contrast, Analyze**

### Repertoire

Using orchestra literature aligned with Fairfield Skill Level V, students will study and perform a variety of styles of repertoire with in-depth study on focus genres: Romantic and Contemporary music.

### Tasks

Students will:

- Study and analyze key characteristics of focus genres
- Compare and contrast characteristics of the varying musical genres in current orchestra repertoire

### Assessment

- Answering focus questions for each repertoire genre.
- Romantic**
- What are three defining characteristics of music from the Romantic period? (emphasis of feelings and intensity of emotion, greater freedom from form, extreme dynamic contrasts)
  - How does the use of the bow differ in Romantic orchestral music from Classical and Baroque? (greater variation of bow speed, weight and placement )
  - How does tonality broaden in the Romantic period? (increased use of minor keys and chromaticism)

|  |  |   |
|--|--|---|
|  |  | <p><b>Contemporary</b></p> <ul style="list-style-type: none"><li>• How does the relationship between parts change in Contemporary music? (all voices sharing equal importance)</li><li>• How does the complexity of rhythm and meter increase in Contemporary music? (greater use of syncopation, frequent meter and tempo changes are more common ).</li></ul> |
|--|--|---|