



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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| Course Title: Middle School String Orchestra Grade Level(s): 7-8 Units of Credit: .33 Classification: Elective | Length of Course: 30 cycles Periods Per Cycle: 3 Length of Period: (1) 30 minute sectional; (2) 40 minute orchestra classes Total Instructional Time: 50 hours |
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Course Description

Middle School Orchestra is a two-year course for students who have experience playing string instruments in intermediate school. Students will continue the study of a string instrument at a more advanced level. Students will receive one lesson per cycle on a rotating basis. The students who can demonstrate ability to play at a higher skill level will participate in orchestra class that meets twice a cycle.

Instructional Strategies, Learning Practices, Activities, and Experiences

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| Bell Ringers Class Discussion/Demonstration Flexible Groups Best Practices Strategies Peer Tutoring | Posted Objectives and Agenda Teacher Demonstration Homework/Home Practice Practice Tracks Ensemble, Duet, and Solo Work | Guided Practice Online Resources Formal and Informal Assessments Modeling |
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Assessments

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| Performance Assessments Written and Listening Assessment | Self-Assessment Peer Assessment | Rubrics Peer, Self, and Teacher Observation |
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Materials/Resources

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| Music Supplemental Books Music Scales Music Games | Handouts Audios Flashcards | Videos String Instruments Tuners |
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Adopted: 3/16/1988

Revised: 9/3/1991; 8/17/05; 6/20/11; 5/15/2017

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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
|-----------------------------|---|
| Playing Position | <p>MUSIC STANDARDS :</p> <p>MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>9.1 Production, Performance, and Exhibition 9.3 Critical Response 9.4 Aesthetic Response</p> <p>OBJECTIVES:</p> <ul style="list-style-type: none">• Left hand position• Right hand position• Bow hold• Basic cleaning and care / maintenance• Produce good tone and intonation |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Elements of music recognition, writing, and performance</p> | <p>STANDARDS</p> <p>MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p> <p>9.1 Production, Performance, and Exhibition 9.3 Critical Response 9.4 Aesthetic Response</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Rhythm performance • Melody performance • Harmony performance • Form recognition • Style bowings • Writing music • Reading music • History of music |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Demonstrate skill of ensemble playing in a group with others using rehearsal procedures</p> | <p>STANDARDS MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>9.1 Production, Performance, and Exhibition 9.3 Critical Response 9.4 Aesthetic Response</p> <p>OBJECTIVES</p> <ul style="list-style-type: none">• Plays parts well• Play along with others• Follow conductors beat patterns• Follow rehearsal procedures• Organization/responsibility skills |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
|-----------------------------|---|
| Basic Tuning Process | <p>STANDARDS</p> <p>MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>9.1 Production, Performance, and Exhibition</p> <p>OBJECTIVES</p> <ul style="list-style-type: none">• Able to match pitch• Tune with fine tuners• Use electronic tuners for help |

| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
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| <p>Lesson and Practice Responsibility</p> | <p>STANDARDS MU:Pr5.3.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>9.1 Production, Performance, and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response 9.4 Aesthetic Response</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Organization skills • Attend lessons on a regular basis with all materials • Complete practice guide • Use practice checklist at home |