

# Mayer Middle School Concert Orchestra

Grades 7-8

Hillery Needham, Director

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## Course Description

The 7th and 8th Grade Concert Orchestra continues the development of ensemble performance, performance techniques, and the mastery of individual playing techniques. There are four required performances throughout the school year. Participation in 6th grade orchestra is a prerequisite for this class. Students interested in orchestra must speak with the director if they were not in 6th grade orchestra to get audition information.

## Music Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music. These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, *The Fairview Advantage*.

## Program Goals

- Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
- Read, write, improvise and describe music using standard musical notation and vocabulary.
- Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
- Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.
- Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
- Expand the use of technology and the media arts through music research, composition and performance.

## Grade 7

Learning Targets	Performance Tasks
Describe basic similarities and differences within a musical selection or between musical selections; identify forms of AB, ABA, round, canon, theme and variations.	<ul style="list-style-type: none"> <li>a. Identify form through viewing, listening and/or playing a piece of music.</li> <li>b. Compare and contrast compositions from different cultures and historical periods as to form, structure and musical characteristics.</li> </ul>
Understand and identify the elements of music from various genres and cultures that are readily discernible i.e. folk songs, fiddle tunes, jazz, rock, and classical music.	<ul style="list-style-type: none"> <li>a. Play or listen to examples of music from diverse genres and cultures and identify elements that distinguish one from another.</li> </ul>
Identify key signatures.	<ul style="list-style-type: none"> <li>a. Order of sharps and flats.</li> <li>b. Identify how to name key signatures.</li> <li>c. Apply to major scales.</li> </ul>
Describe a varied repertoire of music.	<ul style="list-style-type: none"> <li>a. Form: AB, ABA, round, canon, theme and variations.</li> <li>b. Style: fast/slow, legato/staccato.</li> <li>c. Key signatures.</li> <li>d. Meter: 2/4, 3/4, 4/4, 6/8, 3/8, 2/2.</li> <li>e. Dynamics: forte, piano.</li> </ul>
Identify various careers for musicians, both performing and non-performing.	<ul style="list-style-type: none"> <li>a. Discuss possible careers for musicians.</li> <li>b. Research and share careers in music.</li> <li>c. Compare and contrast performance careers vs. technical.</li> </ul>
<p>Perform with accurate dynamics.</p> <p>Perform with appropriate tempo.</p> <p>Perform with appropriate articulation/bowings.</p>	<ul style="list-style-type: none"> <li>a. Perform simple songs from a method book or concert music using accurate dynamics.</li> <li>a. Perform concert songs with appropriate tempos. Observe tempo changes in the music (rit, rall, accel, fermata, cesura).</li> <li>a. (B) Perform articulation with clear attack and slurs, especially focus on types of accents.</li> <li>b. (O) detache, marcato, staccato, four-to-eight note slurs, hooked</li> </ul>

	<p>bowings, double stops, string crossings, accents, spiccato, tremolo.</p>
<p>Perform with good posture.</p> <p>Perform with good tone quality.</p>	<p>a. Perform with correct posture, sitting or standing straight for optimal breath support.</p> <p>b. Perform with correct instrument/body position.</p> <p>a. Perform with proper posture for optimal breath support.</p> <p>b. (O) Begin pre-vibrato exercises.</p> <p>c. (C) Sing with a tall, round sound.</p> <p>d. (C) Align open vowel sounds.</p>
<p>Improvise an accompaniment based on tonic and dominant tones given while another student, group, or teacher plays a melody.</p> <p>Understand how to mix and improvise given notes and rhythms in a steady tempo using a combination of the following:</p> <p>a. Quarter note and rest</p> <p>b. Eighth note and rest</p> <p>c. Sixteenth note and rest</p> <p>d. Half note and rest</p> <p>e. Whole note and rest</p> <p>f. Syncopated rhythms with eighth notes and quarter notes.</p> <p>Compose</p> <p>Arrange</p>	<p>a. (B,O) Determine where chord changes occur while improvising an accompaniment to a simple melody and make proper chord changes using a rhythmic pattern of choice.</p> <p>b. (B,O) Improvise rhythmic variations on a previously learned exercise in the method book.</p> <p>c. (C) Create vocalise using neutral syllables.</p> <p>a. Understand how to mix known notes and rhythms in a steady tempo with or without accompaniment.</p> <p>a. Create simple rhythms for theory lessons.</p> <p>b. Write short melodic patterns using do, mi, sol, la or 1,3,5,6 scale degrees.</p> <p>a. Change a previously written melody.</p>

<p>Read rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>Write rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>Perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p>	<ul style="list-style-type: none"> <li>a. Count rhythms or sizzle.</li> <li>b. Sing note names and use fingering patterns (Band0).</li> </ul> <ul style="list-style-type: none"> <li>a. Create measures with appropriate number of beats.</li> <li>b. Melodic dictation.</li> </ul> <ul style="list-style-type: none"> <li>a. Perform music patterns for warm-up, both rhythmic and melodic.</li> </ul>
<p>Notate concert pitch major scales.</p>	<ul style="list-style-type: none"> <li>a. Create major scales using music alphabet.</li> <li>b. Add whole steps and half steps.</li> <li>c. Adjust accidentals to match the step pattern.</li> </ul>
<p>Read melodies.</p> <p>Notate melodies.</p>	<ul style="list-style-type: none"> <li>a. Name notes on the staff.</li> <li>b. Sing notes and finger along.</li> </ul> <ul style="list-style-type: none"> <li>a. Write notes on the staff.</li> </ul>
<p>Apply criteria to evaluate the quality and effectiveness of music performances.</p> <p>Apply criteria to evaluate compositions of their own.</p>	<ul style="list-style-type: none"> <li>a. Discuss music performance using musical vocabulary.</li> <li>b. Write concert critique on student concert performances.</li> </ul> <ul style="list-style-type: none"> <li>a. Identify elements of a composition.</li> <li>b. Discuss compositions using the identified element.</li> </ul>
<p>Observe, compare and contrast live and/or video performances of the same piece of music.</p>	<ul style="list-style-type: none"> <li>a. Reflect on the effectiveness of the dynamics for each performance group.</li> <li>b. Reflect on visual stage presence of each group. How does it add to the music or does it cause a distraction?</li> <li>c. Discuss the balance of the ensemble between sections of each performance.</li> </ul>
<p>Develop criteria to evaluate the quality and effectiveness of music performances.</p> <p>Develop criteria to evaluate compositions of their own.</p>	<ul style="list-style-type: none"> <li>a. Discuss music performance using musical vocabulary.</li> <li>b. Write concert critique on student concert performances.</li> </ul> <ul style="list-style-type: none"> <li>a. Identify elements of a composition.</li> <li>b. Discuss compositions using the</li> </ul>

	identified element.
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## Grade 8

Learning Targets	Performance Tasks
<p>Identify intervals in major, natural minor and chromatic scales.</p> <p>(B)Identify concert pitches in major, natural minor, and chromatic scales.</p>	<p>a. Write major scales.</p> <p>b. (B,O)Natural minor scales.</p> <p>c. (B,O)Relative and parallel minor scales.</p> <p>d. Chromatic scales.</p> <p>a. (B) Explain concert pitches.</p> <p>b. (B) Perform scales as band using only the concert pitch to start.</p>
<p>Identify various non-performing careers for musicians.</p>	<p>a. Discuss possible non-performing careers.</p> <p>b. Compare production and business aspects of music professions.</p>
<p>Media to create music.</p> <p>Media to perform music.</p> <p>Media to listen to music.</p>	<p>a. Musictheory.net</p> <p>b. Garageband</p> <p>c. NoteFlight</p> <p>a. YouTube</p> <p>b. Fairview Advantage Student Blogs</p> <p>a. Pandora</p> <p>b. Apple Music</p> <p>c. Sound Cloud</p>
<p>Perform a varied repertoire of music.</p>	<p>a. Perform a variety of music in different settings (String Orchestra, Choir, Concert Band, Solos, Ensembles).</p> <p>b. Music selected will show diverse genres and cultures.</p> <p>c. Music will include advanced ranges, tempos, keys and meters.</p> <p>d. Music selections will advance as student techniques progress and improve.</p>
<p>Perform with good posture.</p>	<p>a. Perform with correct posture, sitting or standing straight for optimal breath support.</p> <p>b. Perform with correct</p>

<p>Perform with good tone quality.</p>	<p>instrument/body position.</p> <ol style="list-style-type: none"> <li>Perform with proper posture for optimal breath support.</li> <li>(C) Sing with a tall, round sound.</li> <li>(C) Align open vowel sounds.</li> </ol>
<p>Improvise</p> <p>Compose</p> <p>Arrange</p>	<ol style="list-style-type: none"> <li>(B,O) Create warm-up rhythms to focus on articulation/bowing exercises.</li> <li>(C) Create vocalise using neutral syllables.</li> <li>Create short melodic patterns in a call and response form.</li> </ol> <ol style="list-style-type: none"> <li>Create simple rhythms for theory lessons.</li> <li>Write short melodic patterns using do, mi, sol, la or 1,3,5,6 scale degrees.</li> </ol> <ol style="list-style-type: none"> <li>Change a previously written melody.</li> </ol>
<p>Conduct using simple patterns, 4/4, 2/4, 3/4.</p>	<ol style="list-style-type: none"> <li>Follow conducting cues by director.</li> <li>Students conduct the ensemble using correct patterns.</li> </ol>
<p>Read rhythms and melodic patterns.</p> <p>Write rhythms and melodic patterns.</p> <p>Perform rhythms and melodic patterns.</p>	<ol style="list-style-type: none"> <li>Count rhythms or sizzle.</li> <li>Sing note names and use fingering patterns.</li> </ol> <ol style="list-style-type: none"> <li>Create measures with appropriate number of beats.</li> <li>Melodic dictation.</li> </ol> <ol style="list-style-type: none"> <li>Perform music patterns for warm-up, both rhythmic and melodic.</li> </ol>
<p>Perform major and chromatic scales.</p>	<ol style="list-style-type: none"> <li>Read and finger notes of the scale.</li> <li>Perform the scale at a slow tempo using whole notes.</li> <li>Perform the scale at moderato tempo using quarter notes.</li> </ol>
<p>Use technology.</p>	<ol style="list-style-type: none"> <li>Use technology to work on music theory lessons. <ol style="list-style-type: none"> <li>Musictheory.net</li> <li>The Rhythm Trainer</li> <li>Garageband</li> <li>YouTube</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>v. Fairview Advantage Student Blogs</li> <li>vi. Pandora</li> <li>vii. Apple Music</li> <li>viii. Sound Cloud</li> </ul>
<p>Develop criteria to evaluate the quality and effectiveness of music performances.</p> <p>Develop criteria to evaluate compositions of their own.</p>	<ul style="list-style-type: none"> <li>a. Discuss music performance using musical vocabulary.</li> <li>b. Write concert critique on student concert performances.</li> <li>a. Identify elements for improvement.</li> <li>b. Discuss compositions using the identified element.</li> </ul>
<p>Reflect on a variety of live or recorded music performances.</p>	<ul style="list-style-type: none"> <li>a. Discuss elements of a successful performance.</li> <li>b. Write critique on concert or recorded performances.</li> </ul>
<p>How performance affects audience response.</p>	<ul style="list-style-type: none"> <li>a. Qualities of outstanding performance.</li> <li>b. Repertoire</li> <li>c. (C) Engage the audience with appropriate facial expression.</li> </ul>
<p>Apply criteria to evaluate the quality and effectiveness of music performances.</p> <p>Apply criteria to evaluate compositions of their own.</p>	<ul style="list-style-type: none"> <li>a. Discuss music performance using musical vocabulary.</li> <li>b. Write concert critique on student concert performances.</li> <li>a. Identify elements of a composition.</li> <li>b. Discuss compositions using the identified element.</li> </ul>

## Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will

also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Quizzes and Tests
- Performance rubrics
- Written products
- Visual Displays
- Public performance
- Digital portfolio

## **Course Resources**

Sound Innovations for String Orchestra Book 2. Phillips, Boonshaft, & Sheldon. Alfred 2011

Sound Innovations: Sound Development for Intermediate String Orchestra. Phillips & Moss. Alfred, 2012.

Sound Innovations: Creative Warm-Ups for Intermediate String Orchestra. Phillips, Moss, Turner, & Benham. Alfred, 2017.

Essential Technique for Strings Book 3. Allen, Gillespie, & Tellejohn Hayes. Hal Leonard, 2004.

Music used throughout the year will include pedagogical repertoire from various composers and publishers.

## **Grading & Performance Attendance Policy**

40% - Daily Rehearsal Skills (5 points per class)

40% - Concert Attendance, Dress, Etiquette

20% - Assessments, Assignments

All required performances are mandatory and will only be excused for emergencies such illness, a serious family emergency, or extenuating circumstances approved by Mrs. Needham. Approval for non-emergency absences requires a parent/guardian contacting Mrs. Needham 2 weeks prior to the performance. Approval will be determined on a case-by-case basis. Make-up assignments for excused performance absences are due before the end of the quarter in which the performance occurred.



**FPCS Orchestra Program Scope and Sequence**

**FPCS Orchestra Program Handbook**