ORCHESTRA
Grade 7

Unit of Credit: One Year

Prerequisite: None

Course Overview:
The 7th grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments include playing tests, practice slips, concert participation, and festival participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

Learning Targets *(Type)*:

1) I can sing my part for a simple orchestra chorale. *(K,S)*
2) I can sing the note names of may part for a simple orchestra chorale. *(K,S)*

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately

and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets *(Type)*:

1) I can sit with proper posture when playing, without being reminded. *(K,S)*
2) I can maintain an excellent bow hold while playing my instrument. *(K,S)*
3) I can demonstrate proper instrument position throughout a rehearsal. *(K,S)*
4) I can play tremolo and understand the musical notation for this technique. *(K,S)*
5) I can play sul tasto with a straight bow. *(K,S)*
6) I can play full bow strokes, frog-to-tip and tip-to-frog. *(K,S)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can play finger patterns 1, 2, 3, 4, and 5 in tune, and can identify them by number. *(K,S,P)*
2) I can play patterns 1-5, switching quickly from one to another. *(K,S,P)*
3) I can play a two-octave Major scale: A (violin), D (viola/cello), G (bass). *(K,S,P)*
4) I can shift to a higher position for patterns and scales. *(K,S)*
5) I can adjust my left-hand fingers to produce accurately tuned notes. *(K,S)*
6) I can perform trills on my instrument. *(K,S)*
7) I understand and can perform throughout the dynamic range, from *pp* to *ff*. *(K,S)*
8) I can perform smooth crescendo and diminuendo over a long phrase. *(K,S)*
9) I can perform accents convincingly. *(K,S)*

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets *(Type)*:

1) I can practice my chosen solo carefully, on my own, improving with each session. *(K,S,R,P)*
2) I can maintain my focus throughout a rehearsal session. *(s)*
3) I can sit quietly while another section of the orchestra is rehearsing. *(s)*

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets *(Type)*:

1) I can improvise in Dorian mode over a D-drone. *(K,S,P)*

2) I can play double-stop chops to accompany a fiddle tune (violin/viola). *(K,R,S,P)*
3) I can play and improvise with the D-Blues scale. *(K,S,P)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets *(Type)*:

1) I can make-up a song using notes from pattern #2 and write it (in my clef) with musical notation. *(K,S,R,P)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Learning Targets *(Type)*:

1) I can clap rhythms from the orchestra repertoire while counting the beat for music in 3/4. *(K,S)*
2) I can play *Swallowtail Jig* (6/8 time). *(K,S,P)*
3) I can play a string cycle, 12 notes on a string, with accents on beats 1 and 4 (6/8 time). *(K,S)*

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Learning Targets *(Type)*:

1) I can accurately complete a rhythm worksheet demonstrating my ability to use the counting system. *(K, P)*

2) I can count (out loud) and play the rhythms for *Sixteenth Note Fanfare (EE2, #68)*. *(K,S,P)*
3) I can play *Hot Cross Buns, Mary Had a Little Lam, and Au Claire De La Lune* in any key.

Benchmark 4: Students use standard notation to record their musical ideas and the *(K,S,P)*musical ideas of others.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can respond to dynamic markings from *pp* to *ff* in pieces the orchestra is performing. *(K,S,P)*
2) I can follow the conductor regarding dynamics, tempos, and articulations. *(K,S,P)*

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets *(Type)*:

1) I can identify which section of my orchestra is playing the melody in a piece we are rehearsing. *(K)*

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets *(Type)*:

1) I can identify the form of a performed piece within a multiple-choice format. *(K)*
2) I can play *Water Music Minuet* in Baroque style. *(K,S,P)*
3) I can play *Star Dancer* with all written accents. *(K,S,P)*
4) I can perform a solo in the appropriate style with piano accompaniment. *(K,S,P)*

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets *(Type)*:

1) I can identify the meter of a conductor's beat pattern. *(K)*

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets *(Type)*:

1) I can accurately follow the conductor in an accelerando. *(K,S,P)*

2) I can begin a performance piece with only two silent preparatory beats (prep beats). *(K,S,P)*
3) I can identify whether or not the group's intonation was accurate during performance. *(K,S)*
4) I can offer specific advice regarding the intonation of a soloist's performance. *(K,S)*
5) I can offer musical advice or criticism as another section is rehearsing if called upon to do so. *(K,S)*
6) I can control myself enough to sit quietly during rehearsals. *(S)*
7) I have the responsibility to practice my music at home if necessary to keep up with the group. *(K,S,P)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets *(Type)*:

1) I can vary my tone quality to illuminate a piece appropriately, as a painter uses shade and light. *(K,S,R,P)*
2) I can describe the drama in a piece of programmatic music. *(K,S,R)*

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Learning Targets *(Type)*:

1) I can play a Renaissance piece to accompany study of the Medieval Era. *(K,S,P)*
2) I can play accurate divisions of the beat and describe the ratios inherent in various quick rhythms. *(K,S,P)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can identify a recorded performance as music from the Romantic period. *(K)*
2) I can identify a recorded performance as 20th Century music. *(K)*
3) I can identify a recorded performance as American Fiddle music. *(K)*

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

1) I can state three specific occupations of musicians in society. *(K)*
2) I can identify at least five important composers through history. *(K)*
3) I can describe three uses of music in societies past and present. *(K)*
4) I can explain the main elements required for movie music. *(K)*
5) I can explain what it means for a piece to be programmatic music. *(K)*