# ORCHESTRA
# Grade 8

**Unit of Credit:** One Year

**Prerequisite:** None

**Course Overview:**
The 8th grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments will 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)*:**

1) I can sing my part for an orchestra piece we are rehearsing. *(K,S)*
2) I can sing the note names of my part for an orchestra piece we are rehearsing. *(K,S)*

**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)*:**

*NOT ADDRESSED IN THIS COURSE.*

**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 maintain proper posture, instrument position, and bow hold when playing. *(K,S)*
2) I can shift to a higher position for patterns, scales, and repertoire. *(K,R,S)*
3) I can play double-stops on my instrument. *(K,R,S)*
4) I can perform multiple notes on one bow (advanced slurs). *(K,R,S)*
5) I can patiently practice a passage from slow-to performance tempo. *(K,R,S,P)*
6) I can perform a careful warm-up with patterns and scales on my own. *(S)*
7) I can learn by paying attention while another section of the orchestra is rehearsing. *(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 in positions other than 1st, and identify them by number. *(K,S,P)*
3) I can play a two-octave Major scale B*b* (violin), F (Viola/cello/bass). *(K,S,P)*
4) I can understand and quickly change dynamics within a phrase. *(K,S)*
5) I can switch quickly between on- and off-the-string bowing. *(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)*:**

*NOT ADDRESSED IN THIS COURSE.*

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

**Benchmark 1:** Students improvise simple harmonic accompaniments.

**Learning Targets *(Type)*:**

1) I can improvise in D-Harmonic Minor over a D-Drone. *(K,R,S)*
2) I can maintain an ostinato while others improvise a melody. *(K,S)*
3) I can perform the I – IV – V arpeggios in the key of D and improvise using these arpeggios. *(K,S)*

**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 #3 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 3/8. *(K,S)*
2) I can play a string cycle, 10 notes on a string, detache bowing, with accents on beats 1 and 4 (5/4/ time). *(K,S)*

**Benchmark 2:** Students read at sight simple melodies in both the treble and bass clefs.
**Learning Targets *(Type)*:**
1) I can sight read in 5/4 time. *(K,S)*
2) I can sight read music in a five-part texture with my orchestra. *(K,S)*
3) I can sight read music with a variety of articulation markings. *(K,S)*

**Benchmark 3:** Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
**Learning Targets *(Type)*:**
*NOT ADDRESSED IN THIS COURSE.*
**Benchmark 4:** Students use standard notation to record their musical ideas and the 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 follow the conductor regarding dynamics, tempos, and articulations with sight reading. *(K,S)*
2) I can follow a conductor's beat when playing "in one." *(K,S,P)*
3) I can accurately follow the conductor when sight reading. *(K,S,P)*
4) I can begin a performance piece with only one silent preparatory beat (prep beat). *(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 sections of my orchestra are playing melody, counter-melody, harmony, or bass-line 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)*:**

1) I can play *Brandenburg concerto No. 5* in Baroque style. *(K,S,P)*
2) I can play *Nightshift* in contemporary style. *(K,S,P)*
3) I can perform an advanced solo in the appropriate style with piano accompaniment. *(K,S,P)*

**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)*

**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)*:**
*NOT ADDRESSED IN THIS COURSE.*

**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 identify whether or not the group's intonation was accurate during performance. *(K,S)*
2) I can offer specific advice regarding the intonation of a soloist's performance. *(K,S)*

3) I can offer musical advice or criticism as another section is rehearsing if called upon to do so. *(K,S)*
4) I can sit quietly during rehearsals and solo performances. *(S)*
5) I have the responsibility to practice both ensemble and solo music at home. *(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,R,S)*

**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 music in the correct style to accompany study of an historical era in another class. *(K,S)*
2) I can play accurate divisions of the beat and describe the ratios inherent in various quick rhythms. *(K,S)*

**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.

**<u>Learning Targets *(Type)*</u>:**

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)*