7th Grade Orchestra

Course Overview:
7th grade orchestra is a continuation of the concepts learning in 6th grade while advancing students technical, theoretical and aesthetic knowledge and skills. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Arco, Arpeggio, Articulation/Attack, Bow, Bridge, Chin Rest, Dotted Rhythm, Down bow, End Pin, First and Second Ending, Forte, Fortissimo, Hooked bow, Major, Melody, Minor, Phrase, Pianissimo, Piano, Pitch, Pizzicato, Rhythm, Scale, Shoulder Rest, Slur, String, Syncopation, Tail Piece, Tie, Up bow.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play by ear.
    - I can communicate a musical idea using call and response on my instrument.
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can perform variations on a simple melody.
    - I can improvise a 4 beat rhythm.
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
    - I can improvise a tune using an idea I created.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- I can write and perform a simple melody based on a D Major scale.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students record an improvisation.
    - I can record an improvisation with creation and assessment technology.
- Students notate an original composition.
    - I can label the note names for my melody.
    - I can describe the dynamics used in the melody.
    - I can speak the rhythm of my composition using the designated counting system.
- 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.
    - I can create an original melody, using the first five notes.
    - I can use dynamics to create different moods within a piece of music
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .

- Students can describe the musical elements needed to refine their creation.
    - I can listen to my recording and discuss what I like about my original composition.
    - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will demonstrate proper fundamentals on their instrument.
    - I can tell when our ensemble plays with good time and good intonation using proper inflection.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

- I can pick an appropriate piece for solo day.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- I can identify A, B and A,B,A form
- I understand the concept of musical phrasing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- I can use dynamics to enhance my performance.
- I can tell the difference between major and minor modes.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can demonstrate good posture in rest position and playing position regardless if I am sitting or standing.

- I can demonstrate the following right hand skills:
  - Bow hold, right arm level and/or elbow levels, bowing on two open strings at the same time, simple string crossings, a relaxed pizzicato motion (without holding the bow), on individual strings and strumming (in playing position), a basic détaché stroke (middle of bow), demonstrate staccato stroke, stopping cleanly and smoothly between strokes; relaxed arm motion, absence of arm motion and freedom of motion, bowing with a steady, even tone, linked bowing, and simple slurs.
- I can demonstrate the following ear Training/Intonation skills:
  - Manipulate a pitch (sharp, flat, in tune), match a pitch (vocally and on instrument), play simply double stops, using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- I can play with proper technique and inflection.
- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- I can correctly perform my part.
- I can make my music sound sad or happy.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and content.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music**.**

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- I can tell if the piece is played with proper intonation.
- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.

- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part, onal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **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?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.