8th Grade Orchestra

Course Overview:
Eighth Orchestra is a course designed to provide students a continuation of studies in string instrument pedagogy and performance. Students will gain proficiency in ensemble technique as well as instrumental methods providing them with a solid foundation for a continuation in high school coursework. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Arco, Arpeggio, Articulation/Attack, Bow, Bridge, Chin Rest, Chord, Dotted Rhythm, Down Bow, End Pin, First and Second Ending, Forte, Fortissimo, Hooked Bow, Major, Melody, Minor, Phrase, Pianissimo, Piano, Pitch, Pizno, 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 characteristics of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play melodies by rote
    - 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 make up a short melody over a rhythmic accompaniment.

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 texts studied in rehearsal.

- I can write and perform a simple melody in D major, G major, C major, F major, A minor, E minor, and D minor using the different bowing styles I learned in class.

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

- Students notate an original composition.
    - I can notate a musical idea on staff paper or with music composition software.
    - I can describe and demonstrate and apply the dynamics used in performance and in my composition.
    - I understand and apply advanced musical concepts learned in rehearsal like bowing phrasing and musical nuance in my compositions.
    - I can correctly notate and speak the rhythm of my composition using the designated counting system?
    - I can use articulation and varied bow strokes to impact the emotion of music.
- Students record a musical improvisation.
    - I can record an improvisation with creation and assessment technology.
    - I can share my recording using an appropriate file sharing format.
- 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, skills, and collaboratively-developed criteria.

- Students can describe the musical elements needed to refine their creation.
    - I can refine my composition using appropriate musical terminology and compositional techniques and give feedback to other students regarding their compositions.
- Students can refine listening skills to recognize the difference between consonance and dissonance and their appropriate uses within a composition.
    - I can listen and analyze ensemble music as we perform in a rehearsal and concert setting.
- Students can share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
    - I can create an original composition.
    - I can perform my original composition.

- 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 be able to perform their compositions for other students.
    - I can effectively rehearse and prepare my composition.
    - I can perform my composition for other students.

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 music, context, and the technical skill of the individual and ensemble.

- I can explain appropriate criteria, with correct vocabulary, for choosing a piece.
- I can pick an appropriate piece for an ensemble.

- 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.

- Students will understand musical form and how form impacts musical decisions.
    - I will understand basic analysis of musical form
    - I will understand how contrasting formal sections impact musical decisions.

- 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.

- Students will compare and contrast the personal interpretations of different performances of the same piece.
    - I can compare and contrast different performances of the same piece.
- Students will be able to discuss their reasons for making musical interpretations.
    - I can defend my musical interpretation of my solo to my teacher and students.

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.

- Students will be able to evaluate their own recorded solo performance using the MHSA Solo and ensemble performance rubric.
    - I can critically listen to my recorded solo and evaluate my performance.
    - I can apply the rehearsal techniques my instructor uses in class to improve my performance.

- Students will set quarterly goals and help create learning targets based on evaluation of concert recording.
    - I can listen and give constructive feedback regarding my performance.
    - I can apply sound music fundamental concepts to improve my performance.

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 and improvise over a bluegrass standard.

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

- Students will perform different genres of music.
    - I can play classical music while adhering to traditional performance norms.
    - I can play eclectic music while adhering cultural performance norms.
- Students will perform music in different settings.
    - I can successfully set up and perform classical music in a traditional performance setting.
    - I can successfully set up and perform music in a nontraditional performance setting.
- Students will demonstrate technical skill and artistic ability through instrumental performance.
    - I can successfully perform multi-genre music.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a 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 context.

- I can choose a solo appropriate to my level of ability for solo day.
- I can choose an appropriate solo to perform for a specific event like, music for a wedding or music for medieval days.
- I can help choose appropriate music for upcoming concerts.
- I can successfully choose and perform music for a variety of cultural and community performance opportunities.

- 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 elements of music are manipulated inform the response to music.

- I can select an appropriate solo for solo day.
- I can define the elements of a patriotic song.
- I can describe the difference between sacred and secular pieces

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 the difference between different genres of string orchestra music, band music, and choir music including opera.
- I can explain the different uses of each musical style.

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 will be able to provide a nuanced critique of the quality of a piece of music and be able to back up my opinion of the quality of a piece of music.
- I can evaluate performances of other groups and soloists based upon established criteria.

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 use dynamics when playing melody or harmony in orchestra.

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

- Relate musical ideas and work to varied contexts and daily life 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 intended for a play.
    - I can identify and use common vocabulary from different artistic subject areas (form, contrast, color from art; character, plot, tension from literature, etc).