



ORCHESTRA 7TH GRADE

Approved by KSD Board of Education: March 31, 2025

Course Description:

Students will learn intermediate-advanced level orchestra techniques, including continued development of vibrato, music theory, more challenging scales and repertoire, and a strong focus on shifting through positions 1-4. Orchestra grades 6th-8th include an increased focus on group instruction and performance, including the development of group ensemble skills. Students will perform a variety of literature for the modern orchestra. Students must have successfully completed 6th-grade orchestra and/or meet director approval based on skill level prior to enrollment.

Grade Level: 7th Grade (year)

Unit Scope and Sequence

Unit 1: Sound

Unit 2: Technique

Unit 3: Music Literacy

Unit 4: Musicianship

Course Enduring Understandings:

- Music is part of all humanity.
- Participation in orchestra contributes to a life-long deeper understanding and appreciation for music.
- Musically proficient performances require an understanding of sound quality, technique, music literacy, and musicianship.

Course Essential Questions:

- How do sound quality, technique, and musicianship combine to influence the quality of performance?
- Why is music important?
- What is music's role in society?

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Unit 1: Sound

Students will strengthen their ability to produce and discern the elements of a quality sound.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Performing with a characteristic tone, appropriate balance and blend, and accurate intonation are essential to a quality performance.	- What is good sound quality? - How do musicians produce and improve good sound quality? - How do we judge the sound quality of musical works and performances?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Tone - Intonation - Bow placement - Balance/Blend	- Recognize, describe, and demonstrate an intermediate characteristic tone on their instrument. - Balance/blend their sound to fit appropriately within the ensemble. - Recognize, describe, and demonstrate “in tune playing” on their instrument.

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Unit 1: Sound

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform (MU:Pr5A.7a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform the music with technical accuracy and stylistic expression to convey the creator's intent (MU: Pr6A.7a).

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Unit 2: Technique

Students will increase technical mastery of the instrument through the development of correct playing technique.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Performing with appropriate technique is essential to a quality performance.	- What are the elements of correct technique? - How does correct technique contribute to quality of performance?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Technique - Posture/Position - Stance or Seated Posture - Bowhold - Correct left hand shape - Shifting Technique - Note name associations for the 1-2, 2-3, 3-4, and whole step (extension) finger patterns across all 4 strings in 1st through 4th position - Basic left hand shifting movement technique (hand position, a shift is a “slide” not a “jump”) - Articulation - Straight bow stroke - Pizzicato technique - Slurs - Hooks - Legato - Staccato - Spiccato - Accent - Mixed bowings - Expressive Techniques - Vibrato: multiple speeds - Additional Techniques - Harmonics - Associate finger patterns with key signatures for	- Identify the elements of correct technique. - Recognize, describe, and demonstrate appropriate posture and position on their instrument. - Recognize, describe, and demonstrate appropriate articulation on their instrument. - Perform literature using a variety of finger patterns in 1st through 4th position. - Perform two octave major and minor scales and arpeggios (up to 3 sharps/flats).

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Unit 2: Technique

- major and minor keys (up to 3 sharps/flats)
- Chromatic scales

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform (MU:Pr5A.7a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform the music with technical accuracy and stylistic expression to convey the creator's intent (MU: Pr6A.7a).

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Unit 3: Music Literacy

Students will continue to develop their music literacy skills including learning a wider variety of note values, rhythm values, and expressive markings.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Music is a written language with its own notation and symbols. • To independently and accurately perform music, musicians must be able to read and interpret music symbols and notation.	• How do I read music notation symbols? • How do I perform music notation symbols on my instrument?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Pitch Accuracy ◦ 1st to 4th position note names across all 4 strings (ledger lines) ◦ Accidentals: sharps, flats, and natural signs ◦ Rules of chromaticism • Rhythm Accuracy ◦ Whole note/whole rest ◦ Quarter note/quarter rest ◦ Half note/half rest ◦ Dotted half note ◦ Eighth note/eighth rest ◦ Sixteenth notes ◦ Syncopation ◦ Ties ◦ Mixed meter • Dynamics ◦ Wide range of dynamics from <i>pp</i> for pianissimo to <i>ff</i> for fortissimo and beyond • Time Signature ◦ Common Time, Cut Time, 3/4, 2/4, 6/8 • Components of Form: ◦ AB + ABA ◦ Canon ◦ Theme and Variation ◦ Repeat Sign ◦ First and Second Ending ◦ Melody ◦ Harmony	• Perform with rhythmic accuracy. • Perform with pitch accuracy. • Perform with a steady tempo. • Perform basic expressive markings when indicated. • Identify and correctly perform indicated fingers for new positions. • Read and perform music notation at grade 1-3 level.

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Unit 3: Music Literacy

- Round

Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (Perform 4).

Supporting Standards:

- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form (MU: Pr4B.7b).

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform (MU: Pr5A.7a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform the music with technical accuracy and stylistic expression to convey the creator's intent (MU: Pr6A.7a).

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Unit 4: Musicianship

Students will deepen their understanding of musicianship in performance as well as the role and importance of music in society. Orchestra grades 6-8 includes an increased focus on group instruction and performance, including the development of group ensemble skills.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Performing with appropriate musicianship is essential to a quality performance. - Music allows people to convey and process deep and complex emotions. - Music reflects the history, traditions, and values of different communities, helping to preserve and transmit cultural heritage across generations. - Music brings people together, fostering a sense of community and belonging. - A great music performance includes quality presentation in addition to quality music. - Uniformity of sound production and performance technique across the orchestra results in a more musical performance. - Understanding conducting gestures and following the conductor allow for musical and personal connections across the orchestra.	- What is musicianship? - How do we judge the musicianship of musical work(s) and performance(s)? - How does participating in music positively impact my own life? - How do musicians behave on stage? - What are my roles and responsibilities as an individual performer in the orchestral setting?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Musicianship - Style - Phrasing - Interpretation/Artistic Intent - Professional stage presence - Resting position - Playing position - Bowing to acknowledge the audience - Components of Ensemble Playing - Uniformity of technique - Conducting gestures - Awareness of self as contributing member of artistic performance	- Prepare an individual part to performance level, then successfully perform in the group concert settings. - Demonstrate appropriate style and phrasing. - Distinguish a quality music performance with regard to stage presence, tone quality, phrasing, rhythmic accuracy, pitch accuracy, blend and balance, and articulation. - Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.

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Unit 4: Musicianship

- Describe why music is important in society and make connections between the arts and other subjects.
- Demonstrate uniformity of technique and expression during a group performance.

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform (MU: Pr5A.7a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform the music with technical accuracy and stylistic expression to convey the creator's intent (MU: Pr6A.7a).
- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context (MU: Pr6A.E.7b).

Priority Standard: Apply criteria to evaluate artistic work (Respond 9).

Supporting Standards:

- Select from teacher-provided criteria to evaluate musical works or performances (MU: Re9A.7a).

Priority Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Connect 11).

Supporting Standards:

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU: Cn11A.7a).