



ORCHESTRA 8TH GRADE

Approved by KSD Board of Education: March 31, 2025

Course Description:

Students will develop skills that lead to advanced levels of technical proficiency on their instrument, including shifting through the upper positions, 3 octave scales, continued development of vibrato and tone, music theory, and advanced rhythms and repertoire. Orchestra grades 6th-8th include an increased focus on group instruction and performance, including the development of group ensemble skills. 8th Grade students will continue to experience a variety of literature for the modern orchestra and develop leadership skills as veteran players in the ensemble. Members of the ensemble will have opportunities to perform solos and small ensemble literature as well as large ensemble selections to be performed at required concerts and festivals. Students must have successfully completed 7th grade orchestra and/or meet director approval based on skill level prior to enrollment.

Grade Level: 8th 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 - Adjust bow and left hand technique to produce quality tone in upper register of the instrument	- 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. - Perform literature in the upper register of the instrument using a characteristic tone.

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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 personally 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.8a).

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

Supporting Standards:

- Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent (MU: Pr6A.8a).

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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 7th position - Accurately shift between any two combination of positions using correct left hand technique - Articulation - Straight bow stroke - Pizzicato technique - Slurs - Hooks - Legato - Staccato - Accent - Mixed bowings - Expressive Techniques - Vibrato: multiple speeds - Additional Techniques - Harmonics - Associate finger patterns with key signatures for major and minor keys (up	- 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 7th position. - Perform three octave major scales and arpeggios (up to 3 sharps/flats)

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Unit 2: Technique

- to 3 sharps/flats)
- Chromatic scales

Missouri Learning Standards

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

Supporting Standards:

- Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent (MU: Pr6A.8a).

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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 7th 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
- Fugue

Missouri Learning Standards

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

Supporting Standards:

- When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation (MU: Pr4B.8b).

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

Supporting Standards:

- Identify and apply personally 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.8a).

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

Supporting Standards:

- Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent (MU: Pr6A.8a).

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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. 8th grade includes an additional emphasis on leadership roles within the ensemble.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- 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?
Students must know:	Students must be able to:
- 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	- 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

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Unit 4: Musicianship

- member of artistic performance ○ Leadership within the orchestral setting	- settings. ● 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.
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Missouri Learning Standards

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

Supporting Standards:

- Identify and apply personally 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.8a).

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

Supporting Standards:

- Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent (MU: Pr6A.8a).
- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style (MU:Pr6A.8b).

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

Supporting Standards:

- Apply appropriate personally developed criteria to evaluate musical works or performances (MU: Re9A.8a).

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.8a).