Grade Level/Content Area: Orchestral Music, Grades 6, 7, 8
Length of Course: Full Year
(Revised Summer 2017)

Curriculum

Course Description: Middle School String Ensembles (grades 6, 7 and 8) are full year courses designed to provide students with a continuation of musical skills developed in their primary schools. This course is a developmental performance-based group and students are expected to reach a proficiency level on their instruments conducive to playing level II-III music, and have knowledge of the technical skills applicable to their respective instrument. String Orchestra is an elective, performance class open to all string players who have completed the elementary string program, or its equivalent outside the system. It is a full year course at each grade level. * Each grade level orchestra meets five times in a three week period 49 minutes each session. In addition, small group lessons (49 minutes each) provide individualized attention for each student's personal growth. Through guided practice and performance, students successfully perform a wide variety of ensemble literature as well as works of noted composers, popular songs and contemporary works. In addition to developing the necessary skills associated with playing traditional stringed instruments, the study of Humanities exposes students to the diverse and rich cultures of our world, giving a better understanding of how different types of music developed.

* Note: Music performance as implemented in the orchestra program is unique in its individual continuous progress approach. Students enter the program at differing levels of competency and readiness; as they progress through the middle school grades, students are brought to the next level of mastery at their own pace.

Standard 1.1 (The Creative Process) All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art as well as demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Big Ideas: *Course Objectives / Content Statement(s)*: Cultural traditions have specific characteristics which influence recognizable musical forms; compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
	Students will understand that…

● What are the stylistic differences and similarities among different genres of music? ● How did the cultural norms of the times influence the development of music?	● Music reflects the character and traditions of different cultures. ● The elements of Western and non-Western music require active listening skills to be able to analyze diverse cultural genres. ● The study of genres and their evolution help our understanding and performance of the string music of today ● The study of genres and their evolution gives context to aid understanding what the music is and how it may have sounded in another time.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 1.1.8.B.1- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.	Instructional Focus: ● Assessment (personal, peer, ensemble, audience member) ● Guided practice to help students identify the form of a piece of music. ● Development of awareness as it applies to performance practices of different cultures, genres, and time periods ● Modeling style and techniques specific to various musical eras and cultures Sample Assessments: Students will: ● Identify common recognizable musical forms. ● Understand compositional techniques in different styles and genres of string music vary according to their prescribed set of rules. ● Use the bow appropriately to reflect the specific articulation of the composer and historical era. Instructional Strategies: Interdisciplinary Connections

	- School-wide multicultural programs - History is used to make sense of the time and place in which the music is being created. Technology Integration - Musical software programs are used for musical arranging, composition, performance and recording providing an essential component to enhance student learning (Audacity, Garageband, Music First, Noteflight, Sibelius) - Audio and Video recordings are used to help demonstrate various string techniques of diverse cultures and serve as models for tone on a string instrument- method book has listening examples of various genres and styles of violin, viola, cello and bass. - Internet and radio serve as wonderful resources for students to explore and research different musical genres. - Recordings reinforce that meter, rhythm, and tonality are determining factors in the categorization of musical genres. - Audio and video recordings help students to analyze the differences among various genres of music. Media Literacy Integration - Analyze and compare print and electronic texts that support an author's opinion - Evaluate media for credibility, veracity, and legitimacy - Compare and contrast how the various forms of media cover composers and music genres Global Perspectives - Music and composers of various cultures are compared and contrasted so that students will be able to identify similarities and differences.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help students accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with the challenges of the 21st century based on their own readiness level and learning style. The needs of diverse learners are met through the following:
	- Composing using creativity and innovation in various styles of music. - Performing and analyzing music of diverse cultures and eras. - Critical Thinking and Problem Solving in discerning the categorization of different genres. - Listening to and evaluation of music hone a student's skill in critical thinking and problem solving. - Communication and Collaboration with composers, teachers and peers - Through evaluating, assessing music or creating music, students will find it is a team sport. - Modeling the fundamentals of each member of the string family - Visual examples of musical concepts of diverse cultures - Producing written projects, including simple compositions in various styles. - Performing supplemental exercises geared toward the best string pedagogy and using assignments for technical issues such as bowing, tone, note-reading, fingering, articulation etc - Performing sight-reading challenges in the prescribed set of rules of certain styles of music.

	● Differentiation of expectations for performance based on student's individual readiness level
	● Demonstrating musical independence and creativity.
	Information Literacy
	● Students will be asked to use the internet and media center in order to find information about composers of Western and non-Western music.
	Media Literacy
	● Students will read about the history and time periods of orchestral works using different types of media.
	Life and Career Skills
	● Through analysis of pieces and performances and through the creation of music students will learn collaborative skills.
	● There are vast life and career skill applications for music, but more than anything, music is a basis for an orderly and organized mind.

Standard 1.2

History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Big Ideas: The development and practice of string performance will foster a positive connection between critical thinking skills, lifelong learning, personal expression, and enhance contribution to community and global citizenship**.**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
● How does music universally connect different cultures? ● How does music universally connect different time periods?	Students will understand that… ● Music reflects the character and traditions of different cultures. ● Music reflects the different styles, forms and technologies affecting

● How does studying different genres help students better understand musical form? ● How does the study of different genres help students become authentic performers? ● How do technological changes influence the development and nature of the arts?	the evolution within a given time period. ● The study of genres and their evolution help our understanding and performance of the string music of today. ● The study of string music of diverse cultures and different historical eras helps give context to understanding specific cultures. ● The arts reflect a framework of shifting cultural mores and personal aesthetics throughout the ages. ● The impact of technologies and innovations has affected societal norms and habits (i.e., availability of music on line and music always at your fingertips such as streaming services, etc.)
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 1.2.8.A.1- Map historical innovations in music that were caused by the creation of new technologies. 1.2.8.A.2- Differentiate past and contemporary works of music that represent important ideas, issues and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3- Analyze the social, historical and political impact of artists on cultures and the impact of culture on the arts.	Instructional Focus: ● Assessment (personal, peer, ensemble, audience member) ● Developing awareness of performance practices as it applies to different cultures, genres, and time periods ● Modeling style and techniques specific to various musical eras and cultures Sample Assessments: Students will… ● Perform orchestral music of different forms, composers, and time periods which will provide insight into the lives of people and their values. ● Be able to recognize and identify the following forms of music of music (ABA, rondo, call and response, minuet, waltz, blues, etc…) ● Recognize distinctive musical characteristics from genres and cultures and integrate the

	appropriate use of the bow, including proper bow hold, posture and position, speed and weight of the bow work together for an appropriate tone and to make the music stylistically accurate. ● Music is a universal language that crosses cultural and language barriers throughout time.
	
	Instructional Strategies:
	  Interdisciplinary Connections
	   ● School wide multicultural programs
	   ● Math is used to teach counting in music and is broken down into numerals and fractions.
	   ● History is used to make sense of the time and place in which the music is being created.
	   ● Science/physiology is used to understand sound production.
	
	  Technology Integration
	   ● Audio and visual recordings help model string techniques, instrumental tone, literature and analysis (i.e. Method book listening examples)
	   ● Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
	   ● Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)
	   ● Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Music First, Smart music, Sibelius)
	   ● Audio and video recordings- help students analyze their own strengths and weaknesses.

	Media Literacy Integration ● Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. Global Perspectives ● Introducing different cultures, genres, composers, time periods and forms and tracing the history of music in world cultures.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: ● Modeling examples of forms/genres as they apply to each instrument ● Visual examples of musical concepts ● Assignments and sight-reading of discipline-specific string terminology. ● Ear training and listening skills which will develop sensitivity to pitch, rhythm, timbre, dynamics, form, melody and the application of playing techniques. ● Assigning written projects, including simple compositions which stress different cultures and genres of music. ● Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. ● Differentiation of expectations for performance based on student's readiness ● Individual or small group performances on violin, viola, cello or bass ● Encouraging musical independence

	and creativity: composition and learning music on their own with supplemental materials
	● Demonstrating the prescribed rules and forms used to create music, such as melodic line and chordal structures.

Standard 1.3
Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
Big Ideas: In order to create an authentic musical performance, the musician must be able to sleuth out the intentions of a composer as presented on the printed page through a variety of notations and symbols. In addition, the performer must have a formal knowledge of and thereby, be able to accurately express the music of a variety of genres, cultures and historical eras.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How does the composer tell a performer how loudly or quietly to play a piece? ● Where would you go to find out more about an unfamiliar notation system? ● How does learning music make one culturally aware? ● How can I modify a piece of music so that the listener can make the connection between the original and my variation? ● How does the time and place in which a piece is composed affect how I perform it?	Students will understand that… ● Interpreting music is a responsibility. The performer must use a variety of "clues" to help create an authentic performance. ● There are differences between the music of different cultures, eras, and genres. A skilled performer knows whether these differences are substantial or subtle. ● Through good technique, posture and structured practice the student will learn the control to bring nuance and subtle differences into his/her performance. ● By understanding the structure of a piece of music the student can improvise on a piece (harmonically or rhythmically) while preserving its original integrity
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	
Students will:	Instructional Focus:
1.3.8.B.1- Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.	- Assessment (personal, peer, ensemble, audience member) - Developing awareness of performance practices as it applies to different cultures, genres, and time periods - Modeling style and techniques specific to various musical eras and cultures - Building of an appropriate musical vocabulary to help students interpret and express musical ideas - Strengthened note reading and understanding of musical symbols and terms - Building a basic understanding of music theory
1.3.8.B.2- Perform independently and in groups with expressive qualities appropriately aligned with stylistic characteristics of the genre.	
1.3.8.B.3- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	
1.3.8.B.4- Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre of style.	Sample Assessments: students will… - Perform (i.e. concerts, informal peer performance, videotaping and recording/analysis of performances.) - Critique performances (peer performance, YouTube performances) with an eye toward the accurate interpretation of the composer's intentions.
	Instructional Strategies:
	Interdisciplinary Connections - School wide multicultural programs - Science is used to teach the physics of sound. - Math is used to teach counting in music and is broken down into numerals and fractions. - History is used to make sense of the time and place in which the music is being created.
	Technology Integration Audio and video recordings help demonstrate various instrumental techniques and serve as models for

	instrumental tone, literature and analysis (i.e. Method book listening examples) ● Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions ● Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube) ● Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Practice First, Smart music, Sibelius) ● Audio and video recordings- help students analyze their own strengths and weaknesses. Media Literacy Integration ● Make inferences based on the content of media about composers and musical forms and be able to draw sound musical conclusions. Global Perspectives ● Enhancing the understanding of different cultures through the study of various genres, composers, time periods and forms.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his/her readiness level and learning style. The needs of diverse learners are met through the following: ● Modeling the elements of style ● Introducing vocabulary and relating same to aural examples

	- Assigning improvisational projects, (i.e. devising a simple variation on a theme) - Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. - Providing supplemental exercises and assignments for technical issues such as: bow control, using "bow lanes" to vary volume and intensity, spiccatto, etc). - Using sight-reading challenges (sight reading factory) to strengthen reading and interpretative skills - Differentiation of expectations for performance based on student's readiness level - Final culminating public performances with full orchestra twice per year - Providing individual or small group performances - Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Standard 1.4
Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Big Ideas: Music has been used by all cultures for centuries in a wide variety of purposes. It is incumbent upon the interpreter to understand the original purpose of a piece of music and create an authentic and culturally sensitive experience for the listener.

Essential Questions	**Enduring Understandings**
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*

- How can I, as a performer, convey a variety of emotions to the listener?
- What are the clues I can use to discern the original purpose of a piece of music?
- How have the accepted societal norms in music changed over the centuries?
- How does culture affect the way I perform music?
- What awareness do I need to uncover hidden or implied meanings in music and then convey them to the listener?
- What makes a piece of music traditional/non-traditional?

Students will understand that…
- One's perspectives influence historical interpretation of music.
- Great music addresses universal themes of human existence.
- Music can communicate ideas and feelings.
- By assessing their performances and using critical problem solving skills students enhance future performances as both a performer and audience member.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus: - Assessment (personal, peer, ensemble, audience member) - Developing awareness of performance practices as it applies to different cultures, genres, and time periods - Modeling style and techniques specific to various musical eras and cultures
1.4.8.A.1- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	
1.4.8.A.2- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	Sample Assessments: - Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments. - Students will create a narrative that demonstrates their emotional understanding of a piece of music.
1.4.8.A.3- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual arts within diverse cultures and historical eras.	
1.4.8.A.4- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	Instructional Strategies: Interdisciplinary Connections - School wide multicultural programs - Science/physiology is used to teach the physics of sound.
1.4.8.A.5- Interpret symbolism and metaphors embedded in works of dances, music, theatre, and visual arts.	

1.4.8.A.6- Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.	• Math is used to teach counting in music and is broken down into numerals and fractions. • History is used to make sense of the time and place in which the music is being created.
1.4.8.A.7- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	**Technology Integration** • Audio and video recordings help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis(i.e. Method book listening examples) • Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions • Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube) • Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. Audacity, Noteflight, Practice First, Sight Reading Factory, Smart music, Sibelius) • Audio and Video recordings help students analyze their own strengths and weaknesses. **Media Literacy integration** • Create media presentations and written reports using multimedia resources such as Screencastify, Google Slides, I-movie, or other technology to inform other students about the various cultures and periods of time studied. **Global Perspectives** • Differentiating between cultures, genres, composers, time periods and forms.

	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: ● Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. ● Assess Individual, small group, and public performances ● Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Texts and Resources:
Essential Techniques for Strings
Fiddlers Philharmonic
New Directions for Strings
Suzuki String Method Books
CDs and DVDs which accompany methods books
Audacity
Garage Band
Practice First
Sightreading Factory
Smart Music
Orchestra pieces by masters of string pedagogy for young string players such as Richard Meyer, Doug Spata and Soon Hee Newbold.