

Independent School District of Boise City

Orchestra 1 - 7th Grade

District Course #1001

Course Description

Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in orchestra at the high school level. Students will also prepare and perform in concerts and festival, and will be given the opportunity to perform in the district solo and ensemble festival.

Philosophy

The [Music Department's philosophy](#) is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives students the opportunity to gain self-esteem by learning new skills and talents. It also gives students the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

Music gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.

Plato

Materials

- Orchestra method book
- Selected supplementary books
- Sheet music/orchestra arrangements for concert performance

Course Scope

Unit 1	Music Literacy	Ongoing
Unit 2	Music History	Ongoing
Unit 3	Musicianship	Ongoing
Unit 4	Concert Etiquette	Ongoing
Unit 5	Right Hand Technique	Ongoing
Unit 6	Left Hand Technique	Ongoing

Orchestra 1-7th Grade		District Reference 1001
Unit 1	Music Literacy	Ongoing

Instructional Objective		Standard Reference	
1001.01 Students will demonstrate knowledge of music reading and theory skills appropriate to the level.		N - 2: a, b 3: b, c 4: a 5: a, b, c, d, e 6-8.Mu.2.1;3.1; 3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method	TO
02	Demonstrate the ability to tune their instrument	Teacher demonstration	TO
03	Demonstrate the ability to read and understand rhythmic patterns in simple and moderately complex combinations: dotted rhythms, eighth note triplets, syncopation, off beats	Student Orchestra method	TMA
04	Demonstrate the ability to read and understand simple and compound time signatures	Student Orchestra method	TMA
05	Demonstrate the ability to read and understand basic note values (sixteenth notes through whole notes and dotted rhythms)	Student Orchestra method	TMA
06	Identify and understand major key signatures up to four sharps and four flats	Student Orchestra method	TMA
07	Demonstrate the ability to construct tetra chords and major scales	Student Orchestra method	TMA
08	Perform major scales up through four sharps and four flats	Student Orchestra method	TMA
09	Perform literature in keys up through four sharps and four flats	Student Orchestra method and selected repertoire	TMA
10	Perform one octave natural, harmonic, and melodic minor scales in the following keys: a,e,b,d,g,c	Student Orchestra method	TO
11	Demonstrate the ability to perform music in the following positions. Violin- 1 st and 3 rd positions; Viola- 1 st and 3 rd positions; Cello- 1/2, 1 st , 2 nd , and 4 th positions; Bass- 1/2, 1 st , 2 nd and 3 rd positions	Student Orchestra method	TMA
12	Demonstrate the ability to sight-read grade level 1 1/2 music	Selected repertoire	TO
13	Demonstrate the ability to improvise a short passage of music at grade level 2	Selected repertoire	TO
14	Demonstrate the ability to construct a four bar phrase with specified guidelines	Teacher demonstration	TO

15	Demonstrate the knowledge of music terminology, symbols, rhythms, key signatures and time signatures appropriate to grade level 2 music	Selected repertoire	TMA
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Unit 2	Music History	Ongoing
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Instructional Objective		Standard Reference	
1001.02 Students will demonstrate an understanding of music history appropriate to the level.		N – 9: a 6-8.Mu.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate a basic understanding of music history style periods	<i>Standard of Excellence Music Theory and History workbooks, Elledge</i>	TO
02	Identify and name prominent composers from each style period	<i>Standard of Excellence Music Theory and History workbooks, Elledge</i>	

Unit 3	Musicianship	Ongoing
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Instructional Objective		Standard Reference	
1001.03 Students will demonstrate good musicianship in ensemble and performance.		N - 2: a, b, c, d 7:a, b 6-8.Mu.2.2; 3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO
02	Demonstrate basic instrument care and maintenance	Teacher demonstration	TO
03	Recognize when strings need to be changed and demonstrate the proper steps in changing a string	Teacher demonstration	TO
04	Demonstrate the knowledge of proper rehearsal and performance behavior, punctuality and self-discipline required in a performing ensemble	Teacher discussion	TO
05	Demonstrate basic posture principles and correct playing position without tension	Teacher demonstration	TO
06	Demonstrate the ability to perform more complex music at grade level 2 with proper rhythm, pitch, bowing and dynamics	Selected repertoire	TMA
07	Demonstrate basic music ensemble sensitivities including: blend, pitch, tone, intonation, dynamics, articulation, rhythm and phrasing	Selected repertoire	TMA
08	Perform solo and ensemble music at grade level 2	Selected repertoire	TMA

09	Demonstrate an understanding of beat patterns and follow a conductor	Selected repertoire and teacher demonstration	TO
10	Critically evaluate their own performance using specific criteria	Concert performances	TMA

Unit 4	Concert Etiquette	Ongoing
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Instructional Objective 1001.04 Students will demonstrate good concert etiquette appropriate to the level.		Standard Reference N – 2: a, b, c 7: a, b 6-8.Mu.2.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate proper concert dress and concert decorum both as a performer and an audience member	Concert performances	TO
02	Continue to demonstrate an attitude of interest, desire to continue with music, courtesy, respect and responsibility toward instructor, peers, equipment and self	Concert performances	TO

Unit 5	Right Hand Instrumental Technique	Ongoing
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Instructional Objective 1001.05 Students will demonstrate good right hand skills appropriate to the level.		Standard Reference N – 2: a, b, c, d 6-8.Mu.3.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO
02	Demonstrate refined technique of the following bow strokes: detache, staccato, hooked staccato, martele, pizzicato, accents and consecutive down bows	Student Orchestra method and selected repertoire	TO
03	Demonstrate new bow strokes as follows: loure, tremolo, spiccato, brush strokes, sul tasto, sul ponticello, col legno, double stops and three note chords	Student Orchestra method and selected repertoire	TO
04	Demonstrate more advanced slurring technique including 2 to 8 notes per bow	Student Orchestra method and selected repertoire	TO
05	Demonstrate dynamic and tone control variations by employing knowledgeable bow placement and use	Student Orchestra method and selected repertoire	TO

Unit 6	Left Hand Instrumental Technique	Ongoing
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Instructional Objective		Standard Reference	
1001.06 Students will demonstrate good left hand skills appropriate to the level.		N – 2: a, b, c, d 6-8.Mu.3.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO
02	Demonstrate the ability to perform in and shift to and from the following positions: Violin and Viola – 1 st and 3 rd ; Cello – ½, 1 st , 2 nd and 4th; Bass – ½, 1 st , 2 nd , and 3 rd	Student Orchestra method and selected repertoire	TO
03	Demonstrate the ability to perform the following ornaments and symbols: trill, grace notes and left hand pizzicato	Student Orchestra method and selected repertoire	TO
04	Demonstrate basic vibrato fundamentals	Student Orchestra method and Teacher demonstration	TO
05	Demonstrate refined flexibility, strength, and speed of left hand	Student Orchestra method and selected repertoire	TO

National Music Standards

GRADES 9-12

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Achievement Standard, Advanced:

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers
- e. students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

- a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music.
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed.
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed.
- 6-8.Mu.1.1.4 Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement.
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.
- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 Describe the significance of music in contemporary society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology.
- 6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8.Mu.2.2.4 Debate copyright issues in music.
- 6-8.Mu.2.2.5 Develop criteria for high musical quality.
- 6-8.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments.
- 6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).
- 6-8.Mu.3.1.4 Articulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.
- 6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines.
- 6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator.
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.