

<b>DEPARTMENT: MUSIC</b>	<b>COURSE TITLE: ORCHESTRA 7/8</b>
<b>GRADE(S): 7-8</b>	<b>PRE-REQUISITES (IF ANY): NONE</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
<b>NOTE:</b> Due to the nature of this performance-based course, the curriculum is divided by content rather than by units.	Year	Participation	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate focused engagement in rehearsals.</li> <li>• Attend concerts.</li> <li>• Maintain the proper playing position.</li> <li>• Demonstrate adequate preparation of parts.</li> <li>• Develop skills for group participation such as patience, tolerance and an appreciation of the strengths of peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students in rehearsals</li> <li>• Observations of students in concerts</li> </ul>	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 4</p> <p>Connecting and Contributing 5, 8</p>
	Year	Performance	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Tune instrument aurally to a given pitch.</li> <li>• Demonstrate the ability to play in major keys up to two or three sharps and flats.</li> <li>• Demonstrate playing skills to perform up to grade two-three literature.</li> <li>• Demonstrate a characteristic tone for a string instrument.</li> <li>• Demonstrate rhythm patterns which utilize: whole, dotted half, half, dotted quarter, quarter, eighth, triplet, four-sixteenths, dotted sixteenth followed by an eighth, eighth followed by two sixteenths and two sixteenths followed by an eighth notes.</li> <li>• Demonstrate the use of the above notes' rests.</li> <li>• Demonstrate the use of slurred, tied, staccato and legato articulations.</li> <li>• Demonstrate good intonation.</li> <li>• Demonstrate the beginnings of vibrato.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students performing within the entire ensemble or within their instrumental section</li> <li>• Evaluation of the execution of individual parts during concerts</li> <li>• Evaluation of individual performances upon teacher's request</li> <li>• Evaluation of concert recordings</li> </ul>	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 3, 4</p> <p>Connecting and Contributing 5, 6, 8</p>

			<ul style="list-style-type: none"> <li>• Demonstrate control of piano and forte dynamics.</li> <li>• Demonstrate an ability to use the following positions:             <ol style="list-style-type: none"> <li>1. violin and viola: first through third position,</li> <li>2. cello: first through fourth position,</li> <li>3. bass: half through third position.</li> </ol> </li> </ul>		
	Year	Literature	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Perform music up to the grade three-four level.</li> <li>• Perform string orchestra and full orchestra music.</li> <li>• Perform music from various concert music periods: Baroque, Classical, Romantic and Contemporary.</li> <li>• Perform music of different cultures and styles where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of concert programs</li> </ul>	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 3, 4</p> <p>Connecting and Contributing 5, 6, 8</p>
	Year	Musicianship	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Follow the conductor's gestures for tempo, dynamic, accent and style.</li> <li>• Use appropriate bowings, articulations, accents, dynamics and tempi.</li> <li>• Identify some musical forms.</li> <li>• Shape a musical phrase.</li> <li>• Listen and respond to the other members of the ensemble.</li> <li>• Adjust individual part balance to the section and to the ensemble.</li> <li>• Maintain the characteristic style of a given piece.</li> <li>• Make aesthetic judgements about music heard or performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily observations of students performing within the entire ensemble or within their instrumental section</li> <li>• Evaluation of the execution of individual parts during concerts</li> <li>• Evaluation of students' responses to classroom questions</li> </ul>	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 3, 4</p> <p>Connecting and Contributing 5, 6</p>