



Intermediate-Advanced Orchestra
Curriculum Guide
Grades 7-8
2017-18

Paramount Unified School District
Educational Services

Intermediate/Advanced Orchestra – Grades 7 and 8
Course Outline and Pacing Guide

Course Description

This instrumental music course is designed for students who have mastered the basics of performing on a string instrument and are ready for more advanced instruction. Students perform various styles of music to improve technical accuracy and participate in concerts. Students listen to, describe, and play music from a variety of cultures, developing performance etiquette and performing as part of an ensemble.

Course Goals

- Demonstrate care and maintenance of instruments
- Develop the ability to play independent parts of music, melodies and rhythms
- Play independent parts in an ensemble

Instrumental Music Standards

Artistic Perception

- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters
- 1.3 Transcribe simple aural examples into rhythmic notation
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

Creative Expression

- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).

Historical and Cultural Context

- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

Textbook

Essential Elements 2000 Book 2, published by Hal Leonard

Paramount Unified School District
Educational Services

Intermediate/Advanced Orchestra – Grades 7 and 8

| Weeks | Content Text Book: <i>Essential Elements Book 2</i> | Performance Objectives | VAPA Standards for Music |
|---|---|---|--|
| <p style="text-align: center;">Weeks 1-8</p> <p style="text-align: center;">VOCABULARY</p> <p>key signature whole notes half notes quarter notes slurs round legato bowing forte bow lift moderato hooked bowing andante scale allegro</p> | <p>Select and rehearse 7-9 concert pieces for first concert. Teacher selects based on the student's performance level:</p> <p><u>Songs</u> Pages 2-5</p> | <p><u>Music Teaching, pages 2-5</u> D Major Review Legato Review, page 3 Dynamics History – Edvard Grieg Workouts G Major Review (2) Interval Intonation</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.3 Transcribe simple aural examples into rhythmic notation</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> |

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| <p>Weeks 1-8</p> <p>VOCABULARY</p> <p>2/4 time signature staccato tempo tone production summarize mezzo piano mezzo forte dotted half notes dynamics subdivision eighth note eighth rest</p> | <p>Select and rehearse 7-9 concert pieces for first concert. Teacher selects based on the student's performance level:</p> <p><u>Songs</u> Pages 6-9</p> <p>Preparation for the Winter Concert Performance will take place at the VAPA Collaboration Meetings.</p> <p>Essential Elements Quiz and Essential Creativity Pages 8, 9</p> | <p><u>Music Teaching, pages 6-9</u> C Major Review (2) Dynamics Changing Bow Speed Eighth Note & Eighth Rest</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 1-8</p> <p>VOCABULARY</p> <p>bow speed fermata dotted quarter note rhythm ritardando olento andantino tone production</p> | <p>Select and rehearse 7-9 concert pieces for first concert. Select based on the student's performance level:</p> <p><u>Songs</u> pages 10-13</p> <p>Essential Elements Quiz pages 11 (2), 13</p> | <p><u>Music Teaching, pages 10-13</u> Dotted Quarter & Eighth Notes Fermata Ritardando Sharp Keys: New Finger Pattern on the G String Sharp Keys: New Finger Pattern on the D String Key Signature A Major</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 1-8</p> <p>VOCABULARY</p> <p>evaluate placement weight speed accent accented strokes intonation familiar</p> | <p>Select and rehearse 7-9 concert pieces for first concert. Select based on the student's performance level:</p> <p><u>Songs</u> Pages 14-18</p> <p>Essential Elements Quiz Pages 17, 18</p> <p>First Quarter Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values 2. Pulse and counting test on rhythms. 3. Playing instrument assessment 4. Singing elements assessment | <p><u>Music Teaching, pages 14-18</u> Sharp Keys: New Finger Pattern on the C String Sharp Keys Accent Sixteenth Notes</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i> 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters 1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i> 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 9-17</p> <p>VOCABULARY</p> <p>acceptable sound high third demonstrate accented pitch sixteenth notes steady beat clap rhythms shadow bow</p> | <p>Select and rehearse 7-9 concert pieces for first concert.</p> <p><u>Songs</u> pages 19-20</p> <p>Essential Elements Quiz page 19</p> | <p><u>Music Teaching, pages 19-20</u> Syncopation Flat Keys</p> <p>Review pages 2-20</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> <p><u>Preparation for Performance.</u></p> <p>Discuss and practice behavior, clothing and poise rehearsals.</p> <p>Finalize invitation list, create draft copy of invitation, schedule an appointment to plan with principal, print and disseminate invitations.</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 9-17</p> <p>VOCABULARY</p> <p>uneven bow speed quarter notes left hand shape concerto count patterns sixteenth note rhythms dotted notes hooked bowing orchestra member's outfit poise</p> | <p>Finalize selections and rehearse for Winter Concert Performance,</p> <p><u>Songs</u> pages 21-26</p> <p>Essential Elements Quiz Page 23, 25</p> | <p>Review pages 2-20</p> <p><u>Music Teaching, pages 21-26</u> Team Work Key Signature F Major History – Beethoven and Concerto Flat Keys Key Signature Flat Keys Changing Rhythms and Notes 6/8 Time Signature Musical Form</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 9-17</p> <p>VOCABULARY</p> <p>musical definition imitate create arrange musical example round composition characteristic meter changes count triplets play triplets</p> | <p>Preparation for performance. Concert Pieces: select and rehearse 7-9 concert pieces for Winter Concert Performance</p> <p><u>Songs</u> Pages 27-31</p> | <p><u>Music Teaching, pages 27-31</u> 6/8 Time Signature History – Mozart Minor Scales History – Mahler Key Signature G Minor Mixed Meter Cantabile Triplets</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i> 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters 1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i> 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 18-27</p> <p>VOCABULARY</p> <p>write exercise describe demeanor orchestra arrangement conductor</p> | <p>Winter Concert Performance</p> <p><u>Songs</u> Performance Spotlight Pages 32-33</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values 2. Pulse and counting tests on rhythms 3. Winter Concert Performance 4. Written assessment on music notation (comprehensive) 6. Playing on scales and assigned material 7. Playing instrument assessment 8. Singing elements assessment | <p><u>Music Teaching, pages 34-36</u> Time Signature Cut Time (Alla Breve) History – Cantatas, Baroque Period, Bach History – Holst</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> |

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| <p>Weeks 18-27</p> <p>VOCABULARY</p> <p>Review vocabulary weeks 1-17</p> | <p>Preparation for the Spring Concert Performance will take place at the VAPA Collaboration Meetings.</p> | <p>Review music elements and selected songs.</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> |

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| <p>Weeks 18-27</p> <p>Review vocabulary weeks 1-17</p> | <p>Continue planning Spring Concert Performance. Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 34-35</p> | <p><u>Music Teaching, Page 34</u> Performance Spotlight</p> <p><u>Essential Elements 2000 for Strings</u> Motivation, Objectives and Assessments of Objectives</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> |

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| <p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Review vocabulary weeks 1-17</p> | <p>Continue planning second performance. Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 36-38</p> | <p><u>Music Teaching, Pages 36-38</u> Sight-Reading</p> <p><u>Preparation for Performance.</u></p> <p>Discuss and practice behavior, clothing and poise rehearsals.</p> <p>Finalize invitation list, create draft copy of invitation, schedule an appointment to plan with principal, print and disseminate invitations.</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> |

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| <p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Review vocabulary weeks 1-17</p> | <p>Continue planning second performance. Add student selections and cultural favorites to final concert performance list. Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 39-41</p> <p>Interim Assessment</p> <ol style="list-style-type: none"> 1. Written test on note names and values. 2. Pulse and counting tests on rhythms. 3. Sight-Reading Challenge, page 38 4. Playing instrument assessment 5. Singing elements assessment | <p><u>Music Teaching, Pages 39-40</u></p> <p>Finger Patterns</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <ol style="list-style-type: none"> 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters 1.4 Sight-read simple melodies in the treble clef or bass clef. <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <ol style="list-style-type: none"> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6). |

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| <p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Review vocabulary weeks 1-17</p> | <p>Rehearsals for Spring Concert Performance.</p> <p><u>Songs, Fingering, Charts, and Creating Music</u> Pages 38-47</p> | <p>Prepare students for Spring Concert Performance.</p> | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> |

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| <p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Review vocabulary weeks 1-17</p> | <p>Spring Concert Performance June 2012</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Pulse and counting tests on rhythms. 2. Spring Concert Performance 3. Written assessment on music notation covered during year. | <p>Content After Performance</p> <ul style="list-style-type: none"> • Performance Spotlight Songs, pages 40-45 • Revisit Performing Music of Favorite Songs (Individual Repertoire) • Revisit Concert Pieces • Improvisation and Composition pieces, page 46 | <p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> |