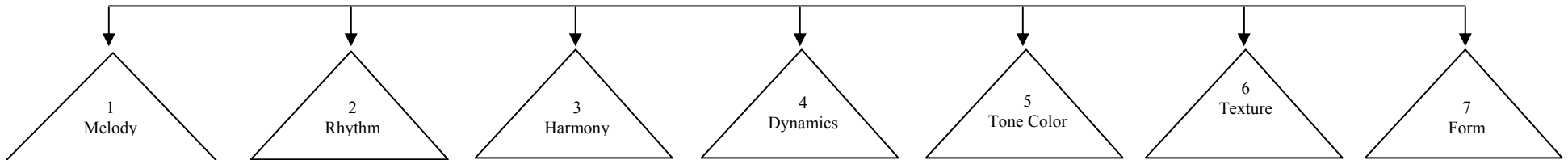


Grade 7
Orchestra

Strand 1: Artistic Foundations
Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:

1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.



Key signatures
Scales and
Arpeggios:
Major: D, G, C, A,
F, Bb
Minor: d, g, a
**(harmonic,
natural, melodic)**
**2 Octave Scales,
Arpeggios and
Thirds:**
**C, G, D, A
a, e, d minor**

Intervals:
Half step
Whole step
2nds -- octaves

Pitch:
Sharps
Naturals
Flats
Accidentals

Steady beat
Quarter note/rest
Eighth note/rest
Half note/rest
Whole note/rest
Sixteenth notes
Sixteenth/eighth note
combinations
Dotted
eighth/sixteenth notes

Tie

Fermata

Triplet
Syncopation
Subdivision

4/4, 3/4, 2/4,
Common time,
Cut time, 6/8

Mixed meter

Rounds
Chords
Chromatics
Modes
Suspension
Natural minor
**Harmonic Minor
Melodic Minor**

Dynamics:
p, mp, mf, f
Crescendo
Decrescendo
Phrasing:
Tension & Release
Tempo:
Allegro
Andante
Moderato
Allegretto
Andantino
Lento
Ritardando
A Tempo

Articulation:
Slur
Legato
Staccato
Pizzicato
Arco
Accents
Hooked bowing
Detache

Identify instruments
by sound

Distinguish changes
in tone color:
Cantabile

Unison
Duet
Homophony
Polyphony

String vs. Full Orch.

Solo/Accompaniment

Concerto
Solo/Tutti

Balance

Canon
Fugue
Introduction
Coda
D.C. al Fine
Coda
AB
ABA
Bridge
Minuet & Trio
Theme and variations
D.S. al Fine

Grade 7

Orchestra

Strand I: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.

Benchmarks:
 The student will:

1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8
Read and Notate

Staff:
 1st/2nd endings
 I: :|
 Ledger lines
 Key Signatures
Relative Minor Keys
 Time Signatures

Pitches:
 Note names
 Accidentals

Bowing:
 Hooked bowing

Rhythm:
 Anacrusis

Circle of 5ths
 Order of sharps (and flats)

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

Posture
 Instrument Care

Right Side:
 Open-string double-stops

Left Side:
 Natural harmonics
Vibrato
Shifting for all instruments
1-finger scales
 Tunneling fingers
 Vln/Vla –
 High 2, low 2, 4th finger, high 3, low 1, low 4
Positions: III, IV
 Viola: **Treble Clef, Positions IV, V**

Cello –
 Difference between 3rd and 2nd finger use
 x1, x2, x4
Positions: III, IV, V

Bass –
 Positions: ½, II, II ½, III, III ½, IV, V, V ½,

Sing/say note names and finger numbers
 Echo melodic patterns by ear
 Tune instruments by pitch-matching and open fifths
 Peer teaching

10
Technology
Resources

“Essential Technique” 2000 Book 3
 Play-along tracks

Grade 7
Orchestra

Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

Benchmarks:
The student will:

1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

11
Cultural and
Historical Contexts

Composer/arrangers background information

American Music:
Jazz, fiddling, movies, Broadway

Music from other cultures/traditions:
Irish fiddling
American Indian
European tradition
Spirituals

Folk Songs

12
Arts Connections

Historical:
Historical/period music will be connected to social and political events corresponding to music

Science:
The science of sound production and resulting timbre and pitch
Relate to natural harmonics

Math:
The meter, rhythmic construction and form
6/8 eighth note subdivisions

Grade 7
Orchestra

Strand II: Create/Make
Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:

1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

13
Improvise

Improvise fiddle tunes

14
Compose

8-measure composition project

15
Revise

Perform composition for a peer, revise and write a final draft

16
Artistic Intent

Reflect on composition process and make connections with performed pieces

Grade 7
Orchestra

Strand III: Perform/Present
Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:

1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

17
Repertoire
(List)

“Essential Technique 2000” Book 3
Positions: pages 2-7
Major Keys: pages 18-25 (sharp keys)
Minor Keys: pages 32-34
Rhythms & Bowings: pages 38-39

Variety of repertoire, typically grade 2-3

Sample list below:
Toccatina- William Hofeldt
Telemann Sinfonia

18
Rehearsal and
Performance Feedback

Performances:
School-specific concerts
All-District Concert
Combined High School/Middle School concert
Elementary School Tour

Written reflection after performance

MNSOTA Middle Level Orchestra Festival
Written reflection of other performing groups

19
Artistic
Intent

Understand repertoire choices based on student ability, performance occasion and audience

Grade 7
Orchestra

Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Analyze and interpret a variety of musical works and performances using established criteria.

20
Listening
(Lists)
(Analyze/Interpret)

Pieces currently performing (esp. arranged works)

21
Aesthetics
(Critiques)

Performance Review of live or recorded performance
Intonation
Expression
Tone
Ensemble
Stage Presence
Artistic analysis