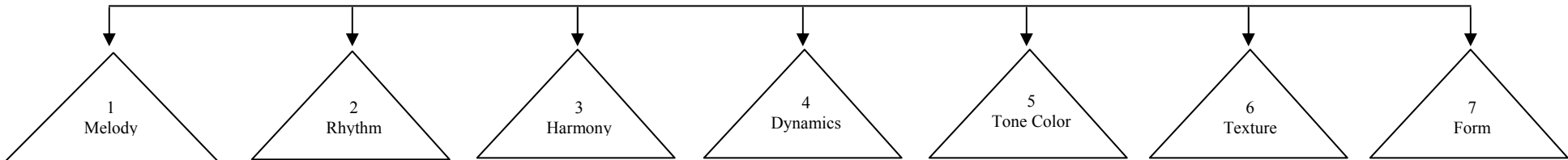


Grade 8
Orchestra

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, e, c
(harmonic,
natural, melodic)
**2 Octave Scales,
Arpeggios and
Thirds:**
**F, Bb, Eb
g, c minor**
Chromatic scale
Intervals:
Half step
Whole step
2nds - octaves
Pitch:
Sharps, Naturals
Flats, Accidentals
Counter-melody

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:
pp, p, mp, mf, f, ff
Crescendo
Decrescendo
Phrasing:
Tension & Release
Tempo:
Allegro, Andante
Moderato, Lento,
Allegretto,
Andantino
Ritardando
A Tempo
Rallentando
Articulation:
Slur
Legato, Staccato
Pizzicato, Arco
Accents
Hooked bowing
Louré (portato)
Detache

Identify instruments
by sound
Distinguish changes
in tone color:
Cantabile
Espressivo

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
Cadenza

Grade 8

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: :I
 Ledger lines
 Key Signatures
 Relative Minor Keys
 Time Signatures

Pitches:
 Note names
 Accidentals
Enharmonics

Bowing:
 Hooked bowing

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

Cello –
 Difference between 3rd and 2nd finger use
 x1, x2, x4
 Positions: ½, **II**, III, IV, V, **VI**, **VII**
Tenor Clef, Thumb Position

Bass –
 Positions: ½, II, II ½, III, III ½, IV, V, V ½, **VI**
Tenor Clef, Thumb Position
Jazz Bass Lines

Echo melodic patterns by ear
 Tune instruments by open fifths

10
Technology
Resources

CD library and internet resources for listening to musical styles and characteristic tone colors

Grade 8
Orchestra

Strand 1: 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 8
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

12-bar blues

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 8
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: page 2-7, **8-17**
Major Keys: pages 18-25, **26-31 (flat keys)**
Minor Keys: pages 32-34, **35-37**
Rhythms & Bowings: pages 38-39, **40-41**
Spiccato: page 44
Positions: page 45

Variety of repertoire, typically grade 3

Sample list below:
“Mother Ginger” from *The Nutcracker* - Arr. Dackow
Lullaby – William Hofeldt
Geometric Dances – Richard Meyer

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 8
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)
Jazz improvisation examples

21
Aesthetics
(Critiques)

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