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.

1. Melody
   - 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 eight/sixteenth notes
   - Tie
   - Fermata
   - Triplet
   - Syncopation
   - Subdivision
   - 4/4, 3/4, 2/4,
   - Common time,
   - Cut time, 6/8
   - Mixed meter

2. Rhythm
   - Rounds
   - Chords
   - Chromatics
   - Modes
   - Suspension
   - Natural minor
   - Harmonic Minor
   - Melodic Minor

3. Harmony
   - 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

4. Dynamics
   - Identify instruments by sound
   - Distinguish changes in tone color:
     - Cantabile
     - Espressivo

5. Tone Color
   - Unison
   - Duet
   - Homophony
   - Polyphony
   - String vs. Full Orch.
   - Solo/Accompaniment
   - Concerto
   - Solo/Tutti
   - Balance

6. Texture
   - 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 1**: 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.

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**Staff:**
1st/2nd endings
l: .l
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)

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**8 Read and Notate**

**9 Pedagogy**
(Tone Production, Articulation, And Intonation)

**10 Technology Resources**

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

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**Posture**
Instrument Care

**Right Side:**
Open-string double-stops

**Left Side:**
Natural harmonics
Shifting for all instruments
1-finger scales
Vibrato
Tunneling fingers
Vln/Vl –
  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
  x3, x2, x4
  Positions: ⅓, II, II ⅓, III, ½, IV, V, VI, VII
  Tenor Clef, Thumb Position
  Bass –
  Positions: ⅓, II, II ½, III, ½, IV, V, V ⅓, VI
  Tenor Clef, Thumb Position
  Jazz Bass Lines

Echo melodic patterns by ear
Tune instruments by open fifths
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.

Composer/arrangers background information
American Music:
- Jazz, fiddling, movies, Broadway

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

Folk Songs

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

*Northfield Public Schools  
Prepared August 25, 2009*
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

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

Pieces currently performing (esp. arranged works)
Jazz improvisation examples

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