



ORCHESTRA 7
GRADES 6-8

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

These courses are a continuation of the technical training started in the beginning class. Emphasis is placed on the acquisition of skills necessary to meet high standards of music performance. The student is exposed to a wide variety of band and orchestral literature.

PREREQUISITE

Membership is open to all students who successfully complete Orchestra 6, or with the director's approval.

OPTIONS FOR NEXT COURSE

Orchestra 8

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ORCHESTRA 7 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

ORCHESTRA

LEVEL C

FUNDAMENTALS

- 3.1 Demonstrate appropriate knowledge of basic music notation (SOL – IB.9)
 - E 3.1.1 Perform the dynamics found in literature appropriate to C competency level
 - E 3.1.2 Perform the tempo markings found in literature appropriate to C competency level
 - E 3.1.3 Identify the key signatures of A and F Major
 - E 3.1.4 Identify signs and technical terms found in literature appropriate to C competency level including enharmonics
- 3.2 Demonstrate an awareness of rhythmic and metric values
 - E 3.2.1 Count and perform dotted quarter notes and rests
 - E 3.2.2 Define and count 6/8 time

INDIVIDUAL PERFORMANCE SKILLS

- 3.3 Demonstrate an awareness of appropriate bowing technique (SOL – II.5)
 - E 3.3.1 Perform the following bowing skills: staccato, legato, marcato, loure, hooked, sul ponticello, and sul tasto
 - E 3.3.2 Perform double stops on open strings
 - E 3.3.3 Demonstrate appropriate use of three specific areas of the bow (frog, middle, tip)
- 3.4 Demonstrate an awareness of left hand technique
 - E 3.4.1 Demonstrate the use of the 4th finger for violins and violas and the use of low and high 2nd and 3rd positions for cello and bass
 - E 3.4.2 Demonstrate the use of extensions for cello
 - E 3.4.3 Perform the finger patterns and scales appropriate to their instrument in the keys of A, and F Major, 1 octave, and all previously learned scales using the following bowing: ascending, 2 slurred, 2 separate descending, 4 slurred (SOL – IB.6, II.6)

- 3.5 Demonstrate the ability to identify discrepancies in intonation
 - E 3.5.1 Identify whether a pitch is sharp or flat from a given pitch
- 3.6 Demonstrate the ability to begin making appropriate tuning adjustments on the instrument
 - E 3.6.1 Demonstrate the ability to begin tuning adjustments on their instruments (SOL – IB.3)
- 3.7 Identify and imitate simple dictated rhythmic figures
 - E 3.7.1 Play back rhythmic figures as dictated by the director

ENSEMBLE PERFORMANCE SKILLS

- 3.8 Participate in ensemble experiences (SOL – IB.11, II.11, II.10)
 - E 3.8.1 Participate in rehearsals
 - E 3.8.2 Participate in performances
 - E 3.8.3 Respond to appropriate conducting gestures
 - E 3.8.4 Demonstrate an awareness of balance, blend, dynamic levels, phrasing tempo modification, and intonation
 - E 3.8.5 Demonstrate appropriate concert and rehearsal etiquette
 - E 3.8.6 Participate in cross-disciplinary or co-curricular activities (SOL – IB.22)

LITERATURE

- 3.9 Demonstrate appropriate knowledge of musical repertoire
 - E 3.9.1 Perform repertoire appropriate to C competency level

LEVEL D

FUNDAMENTALS

- 4.1 Demonstrate appropriate knowledge of musical notation (SOL – II.21)
 - E 4.1.1 Identify note and rest values encountered in Level D literature
 - E 4.1.2 Identify signs and terms encountered in Level D literature
 - E 4.1.3 Identify key signatures of Bb, and E Majors and d minor
 - E 4.1.4 Identify half and whole steps visually and aurally

INDIVIDUAL PERFORMANCE SKILLS

- 4.2 Demonstrate an awareness of appropriate bowing technique (SOL – IAD.5)
 - E 4.2.1 Demonstrate spiccato and related forms
 - E 4.2.2 Demonstrate tremolo

- E 4.2.3 Demonstrate marcato and martele
- 4.3 Demonstrate an awareness of left hand technique
 - E 4.3.1 Demonstrate vibrato (SOL – IAD.9)
 - E 4.3.2 Demonstrate shifting between 1st and 3rd position and play in 3rd position on violin and viola (SOL – IAD.9)
 - E 4.3.3 Demonstrate shifting between 1st and 4th position and play in 4th position on cello and bass
 - E 4.3.4 Play octave harmonics
 - E 4.3.5 Play grace notes and trills
 - E 4.3.6 Demonstrate 2 octave finger patterns for Bb Major, E Major, and d minor
- 4.4 Demonstrate the ability to discern discrepancies in intonation
 - E 4.4.1 Discern pitch as being sharp or flat and make appropriate tuning adjustment (SOL – IAR.3)
- 4.5 Demonstrate the ability to repeat simple musical phrases as given by the director (SOL – IB.13, IAD.13)
 - E 4.5.1 Repeat a simple musical phrase dictated by the director
 - E 4.5.2 Sing selected lines from material being studied
 - E 4.5.3 Sing a part while other students sing or play contrasting parts (SOL – II.13)

ENSEMBLE PERFORMANCE SKILLS

- 4.6 Participate in ensemble experiences
 - E 4.6.1 Demonstrate ability to perform in an ensemble without a conductor
 - E 4.6.2 Identify a simple musical phrase, melodic contour and natural accents (SOL – IB.10)
 - E 4.6.3 Respond to appropriate conducting gestures

- E 4.6.4 Demonstrate a sensitivity to balance, blend, dynamic levels, phrasing, tempo modification, and intonation commensurate with the individual's level of experience and ability (SOL – II.11)
- 4.7 Demonstrate the ability to sight read music appropriate to D competency level (SOL – IB.12)
 - E 4.7.1 Sight read, with the class, music equivalent to Grade 1 in the VBODA manual

LITERATURE

- 4.8 Demonstrate knowledge of music literature appropriate to D competency level
 - E 4.8.1 Demonstrate ability to play grade II or grade III literature such as found in the VBODA manual
 - E 4.8.2 Critique performances of grade II or grade III musical compositions



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The mission of Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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