



ORCHESTRA 8
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

In these year-long courses students are acquainted with the great heritage of symphonic literature and are given the opportunity to develop high standards of general musicianship. Emphasis is placed on artistic performance commensurate with the maturation level and experience of the group. Performances are an important part of the group activities. After-school rehearsals and performances may be required of students.

PREREQUISITE

Membership is open to all students who have completed Orchestra 7, or with the director's approval.

OPTIONS FOR NEXT COURSE

Intermediate or Advanced Orchestra

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ORCHESTRA 8 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

ORCHESTRA

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

LEVEL E

FUNDAMENTALS

- 5.1 Demonstrate appropriate knowledge of musical notation
 - E 5.1.1 Identify dynamic gradations encountered in the literature of Level E
 - E 5.1.2 Identify gradations of tempos encountered in the literature of Level E
 - E 5.1.3 Identify key signatures E, Eb, Ab major, and g minor
 - E 5.1.4 Identify note and rest values encountered in the literature of Level E
 - E 5.1.5 Identify duple, simple, and compound meters (SOL – II.18, ID.18)
 - E 5.1.6 Identify signs and technical terms encountered in the literature of Level E (SOL – II.18, ID.18)
 - E 5.1.7 Recognize simple musical form
- 5.2 Demonstrate knowledge of major scale structure
 - E 5.2.1 Identify the location of half and whole steps in the major scale

INDIVIDUAL PERFORMANCE SKILLS

- 5.3 Demonstrate an awareness of the proper bowing technique (SOL – IAD.5)

- E 5.3.1 Demonstrate bowing techniques appropriate to literature found in Level E
- E 5.3.2 Demonstrate varied bowing patterns for ascending and descending scales
- 5.4 Demonstrate an awareness of left hand techniques
 - E 5.4.1 Demonstrate 2 octave finger patterns for scales of Eb major and g melodic minor
- 5.5 Demonstrate ability to aurally identify dictated intervals (SOL – IAR.3)
 - E 5.5.1 Tune instrument in intervals of 5ths (violin, viola, cello)
 - E 5.5.2 Tune instrument by octave harmonics (bass)
 - E 5.5.3 Identify aurally major, minor and perfect intervals within an octave

PERFORMANCE AND REHEARSAL SKILLS

- 5.6 Participate in an ensemble experience
 - E 5.6.1 Demonstrate musical phrasing technique appropriate to literature encountered in Level E
 - E 5.6.2 Demonstrate a sensitivity to balance, blend, and intonation commensurate with individual level of experience and ability
 - E 5.6.3 Respond to appropriate conducting gestures
 - E 5.6.4 Sight read, with the class, music equivalent to E competency level
 - E 5.6.5 Participate in co-curricular and cross disciplinary activities
 - E 5.6.6 Embellish 2 to 4 measures of a piece after echoing sample rhythm found in materials being studied (SOL – IB.15)
 - E 5.6.7 Compose a 2 to 4 measure melody using available technology and teacher specified rhythms and pitches (SOL – IB.16, IAD.15)

LITERATURE

- 5.7 Demonstrate knowledge of music literature appropriate to E competency level
 - E 5.7.1 Demonstrate ability to play grades III or IV literature as found in the VBODA manual
 - E 5.7.2 Critique performances of grade III or IV music 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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