



Department of Teaching & Learning
Parent/Student Course Information

Orchestra 7
(MU 9251)
One Credit One Year
Grade 7

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

Orchestra 7 Year

Students may opt out of this year-long course at the end of the first semester.

In this year-long intermediate course, attention is focused on introductory music fundamentals, technical achievement and acquisition of performance and rehearsal skills through exposure to a variety of literature. Membership is open to students who have completed 6th grade orchestra class and wish to extend their knowledge, understanding and appreciation of music by learning to play a string instrument. The student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Orchestra 7 Semester

Semester students are required to take this course in the first semester; students may opt to continue in the second semester.

In this semester-length intermediate course, attention is focused on introductory music fundamentals, technical achievement and acquisition of performance and rehearsal skills through exposure to a variety of literature. Membership is open to all students who wish to extend their knowledge, understanding and appreciation of music by learning to play string instrument. Most students will have begun their string study in 5th or 6th grade, but no previous experience is required. The student is usually expected to furnish his or her own instrument. After-school rehearsal and performances may be required of students.

Middle School Instrumental Music, Intermediate Level

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students use more articulations and bowings, perform scales and music in a wider range of keys, and perform music at Solo Literature Grade Levels 1–3 of the Virginia Band and Orchestra Directors Association (VBODA). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. Through playing and writing, students create melodic variations. Students compare and contrast career options in music. They describe musical concepts, respond to music, investigate the relationship of music to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, and regional events.

PREREQUISITE

Prerequisites vary; please consult Director.

OPTIONS FOR NEXT COURSE

Orchestra 8

REQUIRED STUDENT TEXTBOOK

Alfred's Essentials of Music Theory, Book 1

Essential Elements 2000 for Strings, Book 1 & Book 2

**VIRGINIA BEACH STANDARDS AND OBJECTIVES
FOR ORCHESTRA 7**

TOPICS OF STUDY

MUSIC THEORY/LITERACY

- MII.1 The student will echo, read, and notate music, including
1. Identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. Singing independent parts selected from the music being studied.
- MII.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.
- MII.3 The student will identify, read, and perform music in $\frac{2}{2}$ (alla breve or cut time) and $\frac{6}{8}$ meters.
- MII.4 The student will identify and notate key signatures of scales and literature being performed.
- MII.5 The student will read, perform, and notate scales, including
1. Wind/mallet student—ascending and descending concert C, G, and D major scales; a G harmonic minor scale; a chromatic scale; and
 2. String student—one-octave C and F major scales and two-octave G and D major scales (double bass dropping to lower string as needed).
- MII.6 The student will identify and perform music written in rondo and ternary forms.
- MII.7 The student will use music composition as a means of expression by
1. Composing a four-measure rhythmic-melodic variation; and
 2. Notating the composition in standard notation, using contemporary technology.
- MII.8 The student will define and apply music terminology found in the music literature being studied.

PERFORMANCE

- MII.9 The student will demonstrate preparatory playing procedures, including
1. Care and basic maintenance of the instrument;
 2. Consistent use of proper playing posture, instrument position, and hand positions;
 3. Basic tuning of the instrument, with and without an electronic tuner;
 4. Wind student—consistent use of proper embouchure; and
 5. Percussion student—stick grip for snare drum and mallets; basic tuning of two timpani; setup of timpani, mallet instruments, and auxiliary instruments.

- MII.10 The student will demonstrate proper instrumental techniques, including
1. Adjusting and perfecting intonation while playing;
 2. Producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. Wind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato);
 4. String student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando); and
 5. Percussion student—9-stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and lesson 25, open-close-open, on snare drum (pas); playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.
- MII.11 The student will demonstrate ensemble skills at an intermediate level, including
1. Balancing and blending instrumental timbres;
 2. Making adjustments to facilitate correct intonation;
 3. Matching dynamic levels and playing style;
 4. Responding to conducting patterns and gestures; and
 5. Maintaining a steady beat at various tempos in the music literature being studied.
- MII.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3.
- MII.13 The student will demonstrate use of articulations, dynamic contrasts, and phrasing as means of expression.
- MII.14 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- MII.15 The student will create, through playing and writing, rhythmic and melodic variations of four- to eight-measure selections taken from folk songs, exercises, or etudes.
- MII.16 The student will demonstrate musicianship and personal engagement by
1. Making adjustments to facilitate correct intonation;
 2. Identifying and producing the characteristic sound of the instrument being studied;
 3. Monitoring individual practice with a level of refinement that reflects specific musical goals;
 4. Participating in curricular and co-curricular school performances and local, district, or regional events, as appropriate to level, ability, and interest; and
 5. Describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- MII.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

MUSIC HISTORY AND CULTURAL CONTEXT

- MII.18 The student will explore historical and cultural aspects of music by
1. Describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. Comparing and contrasting a variety of musical styles, using music terminology;
 3. Comparing and contrasting the functions of instrumental music in a variety of cultures;
 4. Describing how musicians, consumers of music, and music advocates impact the community;
 5. Comparing and contrasting career options in music;
 6. Relating instrumental music to the other fine arts;
 7. Applying ethical standards in the use of social media and copyrighted materials; and
 8. Consistently demonstrating concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

- MII.19 The student will analyze and evaluate music by
1. Explaining the importance of cultural influences and historical context for the interpretation of works of music;
 2. Interpreting works of music, using inquiry skills and music terminology;
 3. Applying accepted criteria for analyzing and evaluating works of music;
 4. Describing performances of music, using music terminology; and
 5. Applying accepted criteria for critiquing musical performances of self and others.

AESTHETICS

- MII.20 The student will investigate aesthetic concepts related to music by
1. Explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;
 2. Describing personal responses to works of music, using music terminology;
 3. Analyzing ways in which music can evoke emotion and be persuasive; and
 4. Applying aesthetic criteria for determining the quality of a work of music or importance of a musical style.

Dr. Aaron C. Spence, Superintendent
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For further information please call (757) 263-1070.

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(Revised August 2017)