



Department of Teaching & Learning
Parent/Student Course Information

Orchestra 8
(MU 9241)
One Credit One Year
Grade 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

Orchestra 8 Year

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

In this year-long course, 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 rehearsal and performances may be required of students.

Middle School Instrumental Music, Advanced Level

The standards for Middle School Instrumental Music, Advanced Level enable students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Through playing and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students are provided with opportunities to participate in local, district, and regional events.

PREREQUISITE

Orchestra 7 or director's approval.

OPTIONS FOR NEXT COURSE

High School level orchestra courses

REQUIRED STUDENT TEXTBOOK

Alfred's Essentials of Music Theory, Book 2

Essential Elements 2000 for Strings, Book 2

**VIRGINIA BEACH STANDARDS AND OBJECTIVES
FOR ORCHESTRA 8**

TOPICS OF STUDY

MUSIC THEORY/LITERACY

- MIAD.1 The student will read and notate music, including
1. Identifying, defining, and using advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. Singing assigned parts in combination with other parts from the music being studied.
- MIAD.2 The student will read, perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.
- MIAD.3 The student will identify, read, and perform music in complex meters, including
1. Identifying, reading, and performing compound meters ($\frac{3}{8}$, $\frac{6}{8}$);
 2. Identifying, reading, and performing simple mixed meters; and
 3. Identifying asymmetrical meters.
- MIAD.4 The student will identify and notate key signatures of scales and literature being performed.
- MIAD.5 The student will read, perform, and notate scales, including
1. Wind/mallet student—ascending and descending concert C, F, B-flat, E-flat, A-flat, G, D A, and E major scales; G and D harmonic minor scales; an extended chromatic scale, commensurate with VBODA district requirements; and
 2. String student—two-octave C, F, B-flat, G, D, and A major scales and A, D, and E harmonic minor scales, commensurate with VBODA regional requirements.
- MIAD.6 The student will identify and perform music written in theme-and-variations form.
- MIAD.7 The student will use music composition as a means of expression by
1. Composing an eight-measure rhythmic-melodic variation; and
 2. Notating the composition in standard notation, using contemporary technology.
- MIAD.8 The student will define and consistently apply music terminology found in the music literature being studied.

PERFORMANCE

- MIAD.9 The student will independently demonstrate preparatory playing procedures, including
1. Procedures for care and maintenance of the instrument;
 2. Consistent use of proper playing posture, instrument position, and hand positions;
 3. Tuning of the instrument, with and without an external source;
 4. Wind student—adjustment of embouchure, as appropriate; and
 5. Percussion student—tuning of three or more timpani to a reference pitch; stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
- MIAD.10 The student will demonstrate proper instrumental techniques, including
1. Consistently adjusting and perfecting intonation while playing;
 2. Producing tones that are clear, free of tension, sustained, and centered in pitch;

3. Wind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando);
4. String student—proper bow placement, weight, angle, speed, and pressure; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed; and
5. Percussion student—13 rudiments (percussive arts society), open-close-open, on snare drum; tuning timpani while playing; playing techniques on mallet and auxiliary instruments.

MIAD.11 The student will demonstrate ensemble skills at an advanced level, including

1. Balancing and blending instrumental timbres;
2. Matching dynamic levels, playing style, and intonation;
3. Responding to conducting patterns and gestures; and
4. Maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

MIAD.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 2–4.

MIAD.13 The student will consistently use articulations, dynamic contrasts, and phrasing as means of expression.

MIAD.14 The student will perform increasingly complex rhythmic and melodic examples in call-and-response styles.

MIAD.15 The student will create, through playing and writing, rhythmic and melodic variations of selections taken from folk songs, exercises, or etudes, incorporating a variety of expressive elements.

MIAD.16 The student will demonstrate musicianship and personal engagement by

1. Making adjustments to facilitate correct intonation;
2. Producing the characteristic sound of the instrument being studied;
3. Monitoring individual practice with a level of refinement that reflects advanced musical goals;
4. Participating in curricular and co-curricular 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).

MIAD.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3.

MUSIC HISTORY AND CULTURAL CONTEXT

MIAD.18 The student will explore historical and cultural aspects of music by

1. Analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
2. Comparing and contrasting a variety of musical periods and styles, using music terminology;
3. Analyzing the characteristics of instrumental music from a variety of cultures;
4. Describing opportunities for music performance and advocacy within the community;
5. Researching career options in music;
6. Explaining the relationship of instrumental music to other fields of knowledge;
7. Researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
8. Consistently demonstrating exemplary concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

MIAD.19 The student will analyze and evaluate music by

1. Comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;
2. Examining ways in which personal experiences influence critical judgment about works of music and musical performances;
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

MIAD.20 The student will investigate aesthetic concepts related to music by

1. Analyzing personal responses to works of music, using music terminology;
2. Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
3. Identifying the value of musical performance to society.

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

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