

COMMUNITY UNIT SCHOOL DISTRICT 200

Orchestra Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture and the world.

Grade 7

1. **Subject Expectation** **The student will know the language of the arts.**
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.3c a. identify and describe changes in elements and expressive qualities *such as* crescendo, ritardando, fermata, meter, and sforzando

Sensory Elements

- identify and describe the tone color(s) [timbre(s)] of the instruments
- describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology
- identify whole and half step intervals in an aural example
- analyze changes in tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology *such as* ritardando, accelerando, fermata, crescendo, sforzando, and accent
- explore intervals in an aural example or manner (M3, m3, 8va, P4, P5, chromatic (1/2 steps))
- explore texture including polyphonic, homophonic, or monophonic in a given aural example
- replicate the beat and rhythms of a given musical example
- distinguish major and minor tonalities in aural musical examples
- explore the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition

Grade 7 Orchestra

NOTE: *such as* = an example used for clarification, but not a mandatory concept
 including = a mandatory concept
 * = exceeds state standards

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Organizational Principles

- identify the form of a simple musical composition
- explore musical forms such as overture, march, and sonata

Expressive Qualities

- compare and contrast the use of expressive qualities in two performances of the same musical example
- explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance
- justify the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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Critical Content	25.B.3	a. compare and contrast the elements and principles in two or more art works that share similar themes
	*	b. use the vocabulary of elements, principles, and tools when describing works of art

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**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.3c | a. describe the processes involved in composing, conducting, and performing |
| | 26.A.3d | b. read and interpret traditional music notation in a varied repertoire |
- Tools**
- describe basic sound production theory such as electronic and acoustic
 - expanded shifting and vibrato technique
- Processes**
- demonstrate intermediate instrumental production techniques *such as* breath support, posture and bowing
 - write melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4 meter signatures with accuracy
 - identify, sing, play and accurately interpret standard symbols of notation for dynamics, tempo, expression, pitch, rhythm and articulation
 - explore the process that at least one composer uses(d) to create music *such as* repetitions and sequence
 - sight-read simple melodies and rhythms
 - demonstrate the ability to read written notation for an instrumental part with increasing difficulty
 - describe the composer’s style
 - describe the roles of conductors in a performance
 - explain the interaction of performers and conductors
 - critique the effectiveness *such as* style, interpretation, and instrumental technique of a performer or conductor
 - demonstrate or describe efficient practice/rehearsal procedures
 - demonstrate or describe the relationship of practice/rehearsal techniques to performance
 - demonstrate or describe cooperative interaction in ensemble performance

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**Essential Learning 2
(Learning Standard B)**

Apply skills and knowledge necessary to create and perform in one or more of the arts

Critical Content 26.B.3c a. sing or play with expression and accuracy a variety of music representing diverse cultures and styles

Skills

- play music that has a difficulty level of 2-3 (medium-easy to medium) on pitch; in rhythm; with appropriate tone ; with a steady tempo; with good bow and fingering control

Creativity

- create and perform short songs or instrumental pieces within specified guidelines
- improvise simple rhythmic variations or simple melodic embellishments on familiar themes

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**3. Subject expectation
(State Goal 27)**

The students will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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- Critical Content 27.A.3a a. identify and describe careers and jobs in and among the arts and how they contribute to the world of work
- 27.A.3b b. compare and contrast how the arts function in ceremony, technology, politics, communication, and entertainment
- Roles of Artists and Audience**
- demonstrate good audience behavior and evaluate the behavior of self and others
 - describe how audience behavior changes a product or performance
- Contributions**
- compare and contrast how the arts function in two different types of ceremonies such as parades and weddings
 - give examples in which various arts are used to persuade and promote ideas
 - know that the creative process is transferable to other situations

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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- Critical Content 27.B.3 a. identify and describe how artists and their works shape culture and increase understanding of societies, past, and present
- compare the ways different cultures, times or places use materials to produce works of art such as musical instruments, masks, puppets, pottery and textiles
- 27.B.3 b. describe how musical style reflects the historical period such as baroque, classical, romantic, and contemporary

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4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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- Critical Content *
- a. come to a performance at a designated time in proper attire *such as* black shoes and socks and with instrument and materials
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. play with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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- Critical Content *
- a. use precise language versus broad statements *such as*, “It was good,” to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
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- Critical Content *
- a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances

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