

**Effective Date: 2011-12**

## **Hamburg Area School District**

**Name of Course: Middle School Orchestra/lessons**  
**Department: Music**

**Grade Level: 6-8**  
**Instructional Time: once/cycle lesson**  
**twice/cycle orchestra**

**Length of Course: year round**

**Period Per Cycle: 1 for lessons. 2 for Orchestra.**

**Length of Period: 52 minute group lesson or**  
**34 minute orchestra**

**Texts and Resources: Essential Elements 2000 for strings**  
**(students will purchase lesson book(s)), Bach and Before**  
**for Strings, and Superior Strings in Sixteen weeks.**  
**Various pieces of orchestra music.**

**Assessments: Students will be assessed once per**  
**semester. Students will be assessed on various**  
**elements of musical performance.**

**Hamburg Area School District  
Course Plan  
Orchestra lessons**

**Course Name: Strings – Middle School**

**Unit: Posture, Left and Right Hand, Bowing Techniques**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>National Standards</b>
Are you continuing to maintain proper posture and hand position?	Students will continue to work on posture and hand position.	2a
Do you know standard bowing techniques (bow lifts, detache, hooked bowing, slurs, ties, using different parts of the bow)?  Do you know how they affect the musical expression?	Students will work on standard bowing techniques to improve sound quality.  Students will learn how the different bowing techniques affect different aspects of the musical performance.	2a 2b 2c 2e

**Hamburg Area School District  
Course Plan  
Orchestra lessons**

**Course Name: Strings – Middle School  
Unit: Rhythm**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How do we count more difficult rhythms?  How do different rhythms affect how we bow the music?	Students will learn to subdivide various difficult rhythms to prepare for music with a difficulty level of 2 and 3 graded material.  Students will learn different bowing patterns and placements that help facilitate production of sound while performing more difficult rhythms.	5a 5c
Can you sight read a piece of music with a difficulty level of 2?	Students will be given a variety of music that will help develop sight reading abilities.	5b 5e

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**Course Name: Strings – Middle School  
Unit: Pitch**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Are you able to read music at a level 3 difficulty?  Are you able to identify various key signatures and perform the correct #’s and b’s?  Can you play a chromatic scale?	Students will be able to read and perform music at a grade 3 level of difficulty.  Students will be able to identify the following key signatures: D, G, C, A, F, Bb.  Students will be able to perform a chromatic scale.	5c 5e
Are you able to shift into multiple positions?	Students will be able to shift into the following positions to facilitate higher pitches and different key signatures: I, II, III, IV.	2b 2e

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**Course Name: Strings – Middle School**

**Unit: Notation, Articulation, and other musical terms**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>Where do you go back to on a DS al Fine?</p> <p>Why is the DS al Fine used in music?</p>	<p>Students will be able to recognize what to do when they see a D.S. al Fine.</p> <p>Students will be able to describe why a DS al Fine is used in modern music.</p>	<p>5c</p> <p>6c</p>
<p>What is the difference between pp, p, mp, mf, f, ff?</p> <p>How do tempos like presto, maestoso, and adagio affect the musical expression of a piece?</p> <p>What is rallentando?</p> <p>Can you compare a Gavotte to a concerto?</p> <p>How can we use enharmonics to play in tune?</p>	<p>Students will be able to identify, compare, and perform various dynamics.</p> <p>Students will be able to identify, compare, and perform various tempos and describe how they change the overall expression of music.</p> <p>Students will be able to describe and perform a rallentando.</p> <p>Students will be able to compare different styles and genres of music.</p> <p>Students will be able to explain how to identify and use enharmonics when playing more difficult key signatures.</p>	<p>5c</p> <p>6b</p> <p>6c</p> <p>9b</p>
<p>When and why would you use the following bowings: spiccato, portato, and loure?</p> <p>How does vibrato affect the final product of a piece of music?</p>	<p>Students will be able to choose the correct bowing style for the various pieces and styles we are playing in class.</p> <p>Students will be able to describe and perform vibrato in various pieces of music.</p>	<p>2a</p> <p>2b</p>

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**Course Name: Strings – Middle School**

**Unit: Evaluation of performance**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are the characteristics of a good/excellent sounding orchestra?	Students will listen to and evaluate various performances, including their own, to help develop a sense of musicality in a excellent sounding ensemble.	7a
How can we as individuals and as a group improve our overall sound?	Students will complete an evaluation form of their performance and the performance of others in the ensemble.	7b

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**Course Name: Strings – Middle School**

**Unit: History**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What events were going on at the time this composition was written?	Students will research events that happened during the time a particular piece was written.	9b
Compare various composers we are studying in our repertoire.	Students will compare various composers' works that we are studying in that particular semester.	8a
Describe how music is used in other disciplines to enhance the correlation of the time period.	Students will be able to make a connection between curriculum being taught in other disciplines and music.	8b

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**Course Name: Strings – Middle School**

**Unit: Composing and Improvising**

**Time Line: on going**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
In a fiddle tune, how can you accompany another instrumentalist as they perform the solo or break?	Students will be able to look at the chord symbols and create a simple accompaniment.	3a
How would you change this piece of music to make it your own?	Students will be able to modify through rhythm, pitch, dynamics and speed to create a variation on the theme.	4b