Advisory Curriculum Council
Curriculum Guide

In Stage 1, please complete the columns in blue (Topic, Pacing, Unit, Standards, Essential Questions and Enduring Understandings, and Vocabulary and Concepts). In Stage 3, please complete the columns in green (Learning Targets, Materials, Assessments). Add additional rows as needed.

Course Name:	MIddle School Orchestra
Course Number:	
Level:	6-8

Topic	Pacing	Unit	Standards	Essential Questions and Enduring Understandings	Learning Targets	Vocabulary and Concepts	Materials	Assessments
Standard 1: Apply Skills and Knowledge to Perform in the Arts		6th Grade	ART.M.I.6.1	Properly learning the steps ensures a better performance and overall success on the instrument. Why is proper playing posture important?	- I can demonstrate how to hold my bow and instrument with correct posture - I can play with a straight bow - I can play on one string	Instrument/ Bow Parts Dynamics Bow styles Articulations	Instruments Bows Accessories Sound Innovations Bk 1	Visual Assessment of demonstrated skills 2 Performances Each Year
		7th Grade	ART.M.1.7.1	How does my posture affect my playing? How does changing the Key Signature affect my left hand position?	-I can play my music at a Level** - I can play in C Major - I can play in F Major	Accidentals Enharmonic Pitches Key Signatures	String Techniques for Superior Musical Performance Sound Innovations Sound Development for the Intermediate Orchestra	Sound Checks 2-3 Performances Each Year
		8th Grade	ART.M.1.8.1	What else enhances my playing?	- I can use vibrato when I play - I can shift	Vibrato Positions		

		6th Grade	ART.M.I.6.3	-How is playing in a section different than playing in a group?	-I can identify the symbols for bow direction in my music -*We* can play correct bowings together as a section -I can work with my section to learn my music	Sectionals Divisi Bow Direction		
		7th Grade	ART.M.I.7.3	-How does my playing affect the group?	-I can work with my section to learn my music			Solo and Ensemble Festival
		8th Grade	ART.M.I.8.3	-What am I doing to improve the sound quality and intonation of my playing?	-I can play with accurate hand position		Tuners	Sound Check
		6th Grade	ART.M.I.6.5	-What strings does my instrument have? -Why do instruments have different clefs? -How does the Clef affect the names of the notes? -What are the names of the lines and spaces in my clef?	-I can name and play the open strings of my instrument - I can name the notes on the staff with my clef - I can play Major Scales (D, G, C) -I can read note durations - I can read the notes of my clef	Staff Clef Pizzicato Bow Styles Dynamics Articulations Ledger Lines Time Signature	Instruments Bows Accessories Sound Innovations Bk 1 Chromebooks Sight Reading Factory Suzuki book 1	Sound Check performances in class FlipGrid videos Quizizz Note Reading
		7th Grade	ART.M.I.7.5	How are rhythms affected by note duration? What does a 'dot' do to a note? What is the difference in a half step and a	-I can read dotted rhythms -I can identify half steps and whole steps	Dotted Rhythms Interval	Music Repertoire	

		8th Grade	ART.M.I.8.5	whole step? Why would a composer use Cut Time over Common Time?	-I can read sixteenth notes I can play pieces in 2/2 Time Signature	Sixteenth Note Sixteenth Rest Alla Breve Cut Time Triple Meter		
Standard 2: Apply skills and knowledge to create in the arts.			ART.M.II.6.3 ART.M.II.6.5 ART.M.II.7.4 ART.M.II.7.6 ART.M.II.8.4	- How does the sound of other instruments affect your playing? -How does combing instruments affect the audience?	I can create my own melody using the notes of the D Major Scale I can use the parameters to create a spooky piece for Halloween	Improvisation Notation Minor keys	Garage Band Speakers Noteflight for Students	Halloween Spooky Composition
Standard 3: Analyze, describe, and evaluate works of art.			ART.M.III.6.1,2,3,4,5 ART.M.III.7.1,2,3,4,5 ART.M.III.8.1,2,3,4,5	-Why is it important for us to evaluate our playing? -How can we identify different instruments/ instrument groups?	-I can listen and evaluate my individual and group performance.	Timbre Tone Balance of Sound Chords Chord Progression Form	Chromebooks Google Forms Google Classroom FlipGrid	Self Assessment Video Self Assessment Form
Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.	1-2 weeks		ART.M.IV.8.1,2	-How do the different genres of music follow Historical Time periods? - Different Genres of music require different styles of bow technique and playing - How does music affect those around us?	-I can demonstrate different bowing styles -I can share valuable musical knowledge -I can identify various musical genres	Program Music Various Composers Nationalism Patriotism Fiddle Jazz	Various music sources - YouTube, Spotify, etc. Online databases	Powtoons Assessment