

STRATFORD PUBLIC SCHOOLS

Music Department – String Ensemble

Curriculum Scope and Sequence Grades 7-8

Course	Concept/Units	Application-Students will:
String Ensemble	Welcome to Middle School	<ul style="list-style-type: none"> • Complete an ice breaker activity to build relationships • Become familiar with classroom environment and expectations • Become familiar with the grading criteria
	Reading and Interpreting Music Notation	<ul style="list-style-type: none"> • Identify and define interpretive symbols and musical terms appropriate to music being rehearsed • Identify major key signatures • Identify pitches on staff appropriate to instrument and corresponding clef • Count rhythms with even and odd subdivisions in simple and compound meter using Stratford's counting system • Demonstrate articulation and bowing appropriate to the music being rehearsed and performed • Demonstrate the ability to play in first and third positions • Interpret dynamic and tempo markings • Demonstrate understanding of a musical "map", including first ending, second ending, da capo al fine, del segno, coda, abbreviations, etc.
	Performing Music Independently and With Others	<ul style="list-style-type: none"> • Demonstrate correct fingering within a practical range of their chosen instrument. • Perform select major scales. • Identify and correctly respond to conducting patterns and cues. • Demonstrate a tone quality that is appropriate for ones chosen instrument. • Be able to adjust intonation or pitch as to play in tune with fellow musicians. • Demonstrate appropriate playing posture and left and right hand position. • Perform musical works from various time periods and various styles from orchestra literature at a grade level of 1-2. • Demonstrate proper care for their instrument. • Play as an ensemble with refined volume, blend, balance and tone quality. • Demonstrate the ability to communicate inter-musically through eye contact.
	Analyzing, Describing and Creating Music	<ul style="list-style-type: none"> • Describe musical performances using musical terms such as melody, harmony, rhythm, tempo, intonation, blend, balance and dynamics. • Describe the basic forms of music being studied. (see vocabulary above) • Identify aurally and from music notation triad quality. • Identify aurally and from music notation a natural minor scale. • Students will create melodies based on skills, notation and scales they have learned.

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	Evaluating Music Using Critical Thinking and Listening Skills	<ul style="list-style-type: none"> • Demonstrate correct fingering within a practical range of their chosen instrument. • Aurally identify correct performance of given rhythmic notation in various, simple and compound meters. • Correctly name the selected key signatures. • Match pitch to a standard given note. • Aurally and visually identify articulations. • Demonstrate an understanding of basic conducting patterns. • Evaluate (verbally and in written form) individual and ensemble performances/rehearsals. • Aurally discriminate among various instrumental timbres. • Compare own performance to other ensembles performing the same music.
	Music History, Culture and Heritage	<ul style="list-style-type: none"> • Observe and describe live and/or video recorded performances by professional players and/or composers. • Participate in adjudication festivals with professional musician clinicians. • Perform music in a variety of styles and periods of composition. This includes a two-year cycle of repertoire. • Demonstrate self/group confidence, discipline and acceptable performance and rehearsal decorum. • Select and listen to quality music.
	Participating in the cultural/musical life of the community through involvement in local and regional music/arts opportunities.	<ul style="list-style-type: none"> • Participate in solo and ensemble performances. • Participate in public performances at school and within the community. • Identify opportunities for music performances in the community. • Attend live performances by professional musicians. •