



M/J Orchestra 2 (#1302050)

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Course Number: 1302050	Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Music > SubSubject: Instrumental Music >
Course Section: Grades PreK to 12 Education Courses	Abbreviated Title: M/J ORCH 2
Course Status: Course Approved	Course Length: Year (Y)
Keywords: PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Orchestra 2, M/J ORCH 2, Orchestra	Course Level: 2
Grade Level(s): 6, 7, 8	Grade Level(s) Version: 6,7,8

VERSION DESCRIPTION

Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Course Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.
MAFS.K12.MP.6.1: Attend to precision.
MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances. Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.1:	Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.2:	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.2.1:	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.4:	Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.2.1:	Perform music from memory to demonstrate knowledge of the musical structure. Remarks/Examples: e.g., basic themes, patterns, tonality, melody, harmony

MU.68.S.2.2:	Transfer performance techniques from familiar to unfamiliar pieces. Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.1:	Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2:	Demonstrate proper vocal or instrumental technique. Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3:	Sight-read standard exercises and simple repertoire. Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4:	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Remarks/Examples: e.g., error detection, interval reinforcement
MU.68.S.3.6:	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Remarks/Examples: e.g., independently, collaboratively
MU.68.O.1.1:	Compare performances of a musical work to identify artistic choices made by performers. Remarks/Examples: e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble
MU.68.O.3.1:	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2:	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.2.3:	Classify the literature being studied by genre, style, and/or time period.
MU.68.H.3.1:	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Remarks/Examples: e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.F.2.1:	Describe several routes a composition or performance could travel from creator to consumer. Remarks/Examples: e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
MU.68.F.3.2:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.

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