

**Help sessions and conferences available by appointment.

6th, 7th, and 8th Grade Orchestra Syllabus 2023-2024

METHOD BOOK	6 th Grade Orchestra:	<u><i>Essential Elements, Book 1</i></u>
	7 th Grade Orchestra:	<u><i>Essential Elements, Book 2</i></u>
	8 th Grade Orchestra:	<u><i>Essential Elements, Book 3</i></u>

**Additional Materials: *Essentials for Strings* (brown scale book)-7th & 8th grade orchestra
Various musical selections in sheet music form

COURSE DESCRIPTION

Students will work on the development of basic music skills and specific techniques that relate to his/her own instrument and grade level. Students will focus on the mechanics of string instruments (right and left hand skills), tone quality, note reading, ear-training, sight-reading, intonation, rhythm, musical expression, and musical literacy within the context of orchestral performance. Orchestra is a performance-based class. This course will require after-school rehearsals and performances of all members during the school year, as well as individual and chamber group performances.

COURSE OUTLINE (ongoing)

A. Creating

MSBO.CR.1 **Improvise, compose, and arrange music within specified guidelines.**

- Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- Improvise, compose, or arrange a melody or variation of a melody.
- Share improvised, composed, or arranged pieces.
- Use teacher-created criteria to refine improvised or composed pieces.

B. Performing

MSBO.PR.1 **Perform a varied repertoire of music on instruments, alone and with others.**

- Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- Demonstrate an understanding of phrasing through performing simple melodies.
- Discuss and demonstrate characteristic tone production on a string instrument.
- Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, and more.
- Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.
- Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.
- Demonstrate basic vibrato.
- Exhibit the ability to accurately tune respective instrument.
- Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position).

MSBO.PR.2 **Read and Notate music.**

- Identify notes in the staff and on ledger lines of respective clef.
- Read and notate notes within key signatures D, G, and C.
- Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, 2/4, and 6/8.
- Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.
- Analyze sight-reading strategies and apply to appropriate pieces.

C. Responding

MSBO.RE.1 **Listen to, analyze, and describe music.**

- Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

MSBO.RE.2 Evaluate music and music performances.

- a. Distinguish between correct and incorrect notes and intonation and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

D. Connecting

MSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

MSBO.CN.2 Understand music in relation to history and culture.

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.

GRADING PROCEDURE

A grade will be given for work completed in class and outside of class. Grades are reported every 4 ½ weeks and report cards are sent home every 9 weeks. Orchestra grades are based on the following assessments:

- 1. Participation in daily class activities (Instrument, supplies, performance)
- 2. Participation in rehearsals and concerts
- 3. Practice records, written assignments, sight-reading, and agenda spot checks
- 4. Individual playing tests and written tests
- 5. Special Projects: Original composition and Composer/Famous Musician PowerPoint

Major assessment	50%
Minor assessment	40%
Practice	10%
Total	100%

PROVISION FOR IMPROVING GRADES

Students who have low (75 or below) or failing cumulative grades may ask for opportunities to improve their grade when all work required to date has been completed and the student demonstrates a legitimate effort to meet all course requirements, including attendance.

HONOR CODE AND PLAGIARISM

Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating and plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given specific permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing and submitting their work.

HMS Plagiarism Statement: A particular kind of honor code violation occurs with plagiarism. Plagiarism is defined as the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism include but are not limited to using words or ideas from a published source without proper documentation; using the work of another student (e.g., copying another student's homework, composition or project); using excessive editing suggestions of another student, teacher, parent, or paid editor. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.

TEACHER/PARENT COMMUNICATION

I will use email as the primary source of communication with parents and students. Students are expected to check their FCS email and Microsoft Teams daily for assignments, notes, and reminders. Additional forms of communication will include phone calls, Remind texts, orchestra website, and Teams conferences.

ABSENCE MAKE-UP PROCEDURES

Upon returning to school following an absence, it is the student's responsibility to contact the teacher to request make-up work. Make-up work must be completed by the student within the time specified by the teacher.

CLASSROOM EXPECTATIONS

1. Listen carefully and raise your hand to speak.
2. Obey all school rules and follow the FULTON COUNTY CODE OF CONDUCT.
3. Participate in all classroom activities and attend all after-school rehearsals and concerts.
4. Be on time to class with necessary materials (instrument, music, pencil, and binder).
5. Be courteous and show respect to others.
6. No food, candy, drinks, or gum in the classroom.
7. Take proper care of our orchestra equipment and facilities.

Please refer to the orchestra handbook for more information regarding expectations



Hopewell Middle School Orchestra
Teresa Hoebeke, Director

SYLLABUS VERIFICATION AND SIGNATURE FORM

I have read and understand all the classroom procedures, rules, and grading policies for the ORCHESTRA class outlined in this syllabus. I understand that I am responsible for the information included in the syllabus. I agree to keep the syllabus in a convenient location to refer to when questions may arise.

Student's Name _____ Grade _____

Parent's Name _____

Phone Number _____

Email address _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

****Please sign and return this form to school by Friday, August 25, 2023. ****