



# **Grand Island Central School District Curriculum Map** **<Orchestra Grade 7/8>**

September through June	NYS Standards	Common Core Standards	Vocabulary <ul style="list-style-type: none"> <li>Content</li> <li>Process</li> </ul>	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"> <li>Texts</li> <li>Tech Integration</li> </ul>
Posture:	NYS 1 NYS 2	9-12.RST.10	<ul style="list-style-type: none"> <li>Left Hand Posture.</li> <li>Right Hand Bow Grips.</li> <li>Body Posture.</li> </ul>	LH: How is the wrist positioned? Where are the fingers placed on the string and fingerboard? RH: is the thumb bent? Where is the pinky placed? BP: Is the back straight? Are the feet on the floor?	Students will be able to hold and perform the instrument with proper posture.	Visual: Daily	Introducing the Positions. Vol. 1 and 3
Scales:	NYS 1 NYS 2	9-12.RST.10	One octave <ul style="list-style-type: none"> <li>All Scales.</li> <li>Two Octave</li> <li>All Scales</li> <li>Chromatic Scale Two Octaves.</li> <li>E Natural and B natural Minor. D minor , G minor A minor.</li> </ul>	What key is the key signature? How does a sharp modify a note? How does a flat modify a note? Where is third position?	Students will be able to play scales with proper placement of fingers on the finger board. Students will be able to identify and manipulate key signatures to properly play the stated major scales	Scale Performance Exams.	Introducing the Positions. Vol. 1 and 3
Technique:	NYS 1 NYS 2	9-12.RST.10	Tone Production, Lanes, Contact point, Track	What is good tone? What effects tone? What is a good contact point for this	Students will be able to keep the bow in a steady		

					<p>contact point. Students will be able to draw a full bow from frog to tip, and tip to frog. Students will be able to apply the proper amount of weight in the bow for a consistent sound. Students will be able to make a good sound across all rhythmic values of notes. Students will be able to make the bow at appropriate speed for the printed dynamic.</p>		
Rhythm	NYS 1 NYS 2	9-12.RST.4	<p>Eighth note and Sixteenth Note Rhythms including triplets. Quarters, Half, Whole notes. All Rests included. Simple Meters, Compound Meters, Mixed Meter</p>	<p>Who is this rhythm counted? What beat does this occur on? Does this note occur on the beat or off the beat?</p>	<p>Students will be able to count and perform rhythmic variations in simple Meter. Including eighth note syncopations. Students will use standard counting system to break down rhythm and</p>	<p>Aural Daily Assessment. Rhythmic analysis. Rhythmic quiz.</p>	<p>Introducing the Positions. Vol. 1 and 3</p>

					count/ clap the printed rhythm.		
Articulations	NYS 1 NYS 2	9-12.RST.10	Accent, Staccato, Detache, Martele, Colle, Colegno, Sul Ponticello, Sul, Tasto, riccoche, Tenuto, Con Sordino, Legato, Slur, Hook, Up Bow, Down Bow	What does this symbol mean. How is it performed on your instrument?	Students will be able to recognize and perform printed articulations, and Bowings	Playing Exams.	Introducing the Positions. Vol. 1 and 3
Position	NYS 1		3 <sup>rd</sup> position, 2 <sup>nd</sup> Position, 5th Position.	Where is third position? Why is third position helpful?	Students will be able to perform short pieces in third, Second and Fifth position. Students will be able to apply third position to orchestra music.		
Ensemble	NYS 1 NYS 3	9-12.RST.3 9-12.RST.10	String Orchestra Literature.	How do the above concepts apply to the orchestra parts? What is the conductors function? How do the keep a group together. How can we match bow strikes? How can we blend our sound?	Students will be able to perform Level appropriate orchestra literature that reinforces the above skills. Students will learn how to function within an ensemble, understanding how their part functions within		Multiple Publishers/Composers of musical literature.

					the group, as it is inferred in the music.		