

**COURSE PROFICIENCY OUTLINE
INSTRUMENTAL MUSIC, GRADES 6, 7, & 8
(String)**

PURPOSE

Students in grades 7 and 8 will be assigned to a level of instruction (Orchestra A or Orchestra B) based on their ability as demonstrated by their level in the approved lesson book according to the standards set up in the Instrumental Music Curriculum and/or by audition each September. All students in grade 6 will be assigned to Orchestra C. Each student is also evaluated during the year and adjustments can be made in the level of instruction as ability warrants.

Membership in any performing group is dependent upon the ability of the student to play the instrument as well as the ability of the student to demonstrate the characteristics of cooperation and discipline needed for the smooth functioning of a group of this kind.

It will be the prime function of these groups to provide the student with a well rounded musical education based on the general goals and objectives listed below. Students will be encouraged to participate in the various musical groups to the best of their abilities as well as participate in concerts and other functions in conjunction with membership in such a musical group.

I. STUDENT OUTCOMES

- A. Students will acquire techniques necessary for continued progress on the instrument. (1.1 + 1.2)
- B. Students will develop good practice habits that will assist in continued progress. (1.2)
- C. Students will become a functioning member of the group and understand the contribution of the individual to the group as a whole. (1.2 + 1.3)
- D. Students will enjoy instrumental music more fully through participation in the group. (1.2 + 1.3)
- E. Students will participate in public performances as a functioning member of the performing group. (1.2 + 1.3)
- F. Students will become acquainted with varied selections of music written for the band at the appropriate level for the group. (1.1 + 1.5)
- G. Students will acquire more skills of music reading. (1.2 + 1.3)
- H. Students will acquire an understanding of the performance of the individual instrument and how each reacts with the group as a whole including balance, blend and musicianship. (1.1 + 1.4)
- I. Students will contribute to the musical life of the school and community. (1.2)
- J. Students will work to improve proficiency on the instrument which could result in a higher position in the section of the performing group. (1.1 + 1.2)

II. CONTENT

- A. Students will understand elementary fundamentals of techniques and musicianship as they apply to the student's chosen instrument.
- B. Students will be encouraged to demonstrate proper care and maintenance for their instrument as well as respect for the equipment and instruments of others, and those belonging to the school district.
- C. Students will develop the correct posture and playing position needed for proper performance and continued progress on the instrument.
- D. Students will be encouraged to develop good tone production, and proper bowing techniques as well as good intonation.
- E. Students will continue study designed to promote a technical proficiency on the instrument while developing musicianship.
- F. Students will broaden the knowledge of scales, keys, rhythm patterns, dynamics, and the basic language of music.
- G. Students will gain an appreciation of music through a varied program of performing and listening.
- H. Students will be provided with a musical experience that he/she will want to continue in higher grades as well as into adult life.
- I. Students will be exposed to career choices in music as well as exploring leisure time music activities.

III. PERFORMANCES

The ultimate goal of a performing musical group is public performance. Music is meant to be heard. No group can function without specific goals to reach and the most important goal of an instrumental music group is to perfect their performance skills and present concerts to the school community and the public. Those students placed in a performing group must accept the commitment of active participation in the group including public performance. Failure to perform at scheduled concert performances may result in failure and/or removal from the instrumental music program.

IV. HOME PRACTICE

Students are required to take their instruments home with them at the end of each school day. They are encouraged to practice on the instrument between 20 and 30 minutes each day. Practice on a daily basis for even this short period of time is better than practice only once or twice a week for an extended period of time. It is very important for the student musician to build up the skills and physical requirements of playing the instrument gradually on a daily basis.

The student will always have an assignment for which he/she is accountable. It will usually be materials from a lesson book or orchestra literature as well as scales and rudiments. Home practice is necessary for the student to reinforce the skills introduced during lessons and to meet the challenge of the orchestra repertoire.

V. GRADING

The final grade represents the teacher's professional judgment of the student's performance during scheduled tests as well as class participation. Attitude, effort, and behavior also contribute to the overall evaluation of the student. The grade represents the judgment of the student's performance based on the expected and established level of the group the student is participating in.

VI. CHALLENGES

A student who wishes to improve his/her status within the musical organization can do so either by scoring higher on an announced test or be challenging the student occupying the next position. The judging criteria includes three performance areas: scales, prepared song from current folder of music, and sight reading. Students will be evaluated and compared on tone quality, technique, interpretations and intonation. The student being challenged will pick the prepared song. The final decision to proceed with a challenge rests entirely with the director.

VII. EVALUATION - (Minimum requirements at the end of grade 8)

Violin

- A. The students will complete book II of Mueller Rusch or String Builder.
- B. The range will be from Low G to D on E string.
- C. Third position will be introduced.
- D. Rhythms will include dotted quarter/eighth notes and introduction to 16th notes and eighth note triplets.
- E. Time signatures will include 4/4, 3/4, 2/4, 6/8 and Key signatures will include D,G,C,F,Bb.
- F. Extended third finger for G# and C# will be learned, also fourth finger preceded by the third.
- G. Bowing techniques will include staccato and spicatto along with detached slurs in legato and staccato.
- H. Scales from memory: G and Bb two octaves. Scales read: D and C two octaves and F and chromatic scale one octave.
- I. All students should be able to match pitch with A-440 cps and tune other strings accordingly.

Viola

- A. The student will complete book II of Mueller Rusch or String Builder.
- B. Range will be from Low C on A string.
- C. Third position will be introduced.
- D. Rhythms will include dotted quarter/eighth notes and introduction to 16th notes and eighth note triplets.
- E. Time signatures will include 4/4, 3/4, 2/4, 6/8 and Key signatures will include D,G,C,F,Bb.
- F. Extended third finger for G# and C# will be learned, also fourth finger preceded by the third.
- G. Bowing techniques will include staccato and spicatto along with detached slurs in legato and staccato.
- H. Scales from memory: C and D two octaves. Scales read: G and F two octaves and Bb and chromatic scale one octave.
- I. All students should be able to match pitch with A-440 cps and tune other strings accordingly.

Cello

- A. The student will complete book II of Mueller Rusch or String Builder.
- B. Range will be from Low C to D on A string.
- C. Fourth position will be introduced.
- D. Rhythms will include dotted quarter/eighth notes and introduction to 16th notes and eighth note triplets.
- E. Time signatures will include 4/4, 3/4, 2/4, 6/8 and Key signatures will include D, G, C, F, Bb.
- F. Backward extension will be taught.
- G. Bowing techniques will include staccato and spicatto along with detached slurs in legato and staccato.
- H. Scales from memory: C and G two octaves. Scales read: D and F two octaves and Bb and chromatic scale one octave.
- I. All students should be able to match pitch with A-440 cps and tune other strings accordingly.

String Bass

- A. The student will complete book II of Mueller Rusch or String Builder.
- B. Range will be from Low E to D on G string.
- C. Fourth position and half position will be introduced.
- D. Rhythms will include dotted quarter/eighth notes and introduction to 16th notes and eighth note triplets.
- E. Time signatures will include 4/4, 3/4, 2/4, 6/8 and Key signatures will include D,G,C,F,Bb.
- F. Bowing techniques will include staccato and spicatto along with detached slurs in legato and staccato.
- G. Scales from memory: C and G one octave. Scales read: D, F, Bb and chromatic scale one octave.
- H. All students should be able to match pitch with A-440 cps and tune other strings accordingly.