
Strings 7

Curriculum Guide

Scranton School District

Scranton, PA.



Course Name: Strings 7	Grade: 7
Prerequisites: Grade 6 Strings: Students should have basic rhythmic notation, note identification skills, and basic instrumental skills.	
<p>Course Description: This course is designed for 7th- grade students in orchestra, to build upon progressive concepts and knowledge gained in 6th grade with a deeper level of content and practice under the guidance of a certified Pennsylvania music teacher. Students will enhance their proficiency to an beginner-intermediate level in music terminology, instrumental techniques, music theory, and demonstration of skills through a structured and supportive environment. The course will emphasize understanding instrumental pedagogy, orchestral repertoire, and music literacy while exploring genres, composers, and historical context. Lessons will integrate a variety of instructional strategies to accommodate English Language Learners (ELD), students with Individualized Education Programs (IEP), 504 plans, and Emotional Support(ES).</p> <p>This curriculum is designed for the chorus classroom, it is offered as a 45-day class rotation integrated with other related arts. Students will build on foundational knowledge acquired in previous years while progressing in their ability to perform small group and ensemble pieces.</p>	

45 Day Summary

45 Day Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
<i>Review of String Instruments Techniques:</i> -Students will learn how to hold instruments. -Students can name and identify parts of each instrument (strings). - Identification of instrument families.	9.1.7.B 9.1.7.B, G, H	Foundational Skill- Ongoing

<i>Introduction to Instrumental Playing Techniques:</i> -Hand position. Posture and Breathing. Perform simple melodies.	9.1.7.A, B, G, H	Foundational Skill - Ongoing
<i>8 note scale :</i> -Students will learn proper fingerings and intonation for an eight note scale.	9.1.7.A, B, C, G, H 9.2.7.F 9.3.7.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Melodic:</i> - Students will learn to read basic melodies on their instruments. -Students will learn short 16-measure songs and simple orchestral repertoire.	9.1.7.A, B, G, H 9.2.7.F 9.3.7.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Reading/Demonstration:</i> - Grand Staff, Time Signature, Conducting Lesson	9.1.7.A, B, C, G, H 9.2.7.F 9.3.7.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Rhythm:</i> - Students will identify different rhythmic values, and students will be able to write learned rhythmic values.	9.1.7.A, B, C, G, H 9.2.7.F 9.3.7.D	Foundational Skill - Ongoing
<i>Music Vocabulary:</i> - Students will continue to learn music vocabulary	9.1.7.A, B, C, G, H 9.2.7.F 9.3.7.D	Foundational Skill - Ongoing
<i>Introduction to Music History Concepts:</i> -Listening, Lecture, and Discussion - Students will listen to various composers -Genres, styles, and historical context.	9.1.7.A-K 9.2.7.A-L 9.3.7.A-G 9.4.7.A-D	Foundational Skill - Ongoing

Detailed Breakdown By Topic

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Refresher of Instrument Practices	9.1.6-8.A - C 9.3.6-8.A 9.2.6-8.D	Students will understand the basic structure of their assigned instruments, including the different parts and their functions. The teacher will guide them ensuring they know how to care for and clean their instruments to maintain proper functionality and hygiene. Students will also learn to identify one of the major instrument families: strings. Expanding on the knowledge learned in the previous year.	Strings, tuning peg, bow, strings	Teacher-Generated Materials: Visual aids with labeled diagrams of each instrument. SmartBoard Presentation: Showing step-by-step videos of instrument assembly and disassembly. Hands-on Practice: Students will work with their instruments under teacher supervision, ensuring proper technique. Instrument Exploration: Allowing students to handle different instruments to learn their components and how they produce sound. Method Books: Essential Books	Teacher Assessment/Formal , Informal Observations	Week 1 Ongoing review when necessary

Intermediate Level of Playing - Instrumental	9.1.6-8.B, C, G, H	<p>Students will review the fundamentals of playing their instrument, starting with posture. The teacher will emphasize the importance of correct posture for sound production/ Students will practice focusing on tone quality. Expanding on the knowledge learned in the previous year by demonstrating advanced techniques (vibrato).</p>	Bow, posture, sound production, resonance, vibrato	<p>Teacher Demonstration: Showing correct playing posture and embouchure.</p> <p>SmartBoard/Video Demonstrations: Examples of professional musicians playing with correct technique.</p> <p>Method Books (e.g., <i>Essential Elements</i>): Students practice simple exercises to develop technique.</p> <p>Instrument Stands & Tuners: For independent practice and tuning.</p>	Teacher Assessment/Formal , Informal Observations	Week 1 Ongoing review when necessary
Learning and Practicing the Notes	9.1.6-8.B, C, G, H	<p>Students will review the first few notes on their instrument. They will review staff notation and identify the notes they are playing (e.g., FACE and EGBDF for treble clef instruments, ACEG</p>	Staff, treble clef, bass clef, note names, intonation, fingerings, pizzicato	<p>Instrument Method Books(e.g. <i>Essential Elements</i>): Specific exercises targeting the first few notes.</p> <p>Teacher Demonstrations:</p>	Teacher Assessment/Formal , Informal Observations	Week 1 -2 Ongoing review when necessary

		and GBDFA for bass clef instruments). Proper fingerings for these notes will be taught, with an emphasis on producing clear, resonant sounds. Intonation will be introduced as students learn to adjust their playing for the correct pitch. Students will learn a full length scale at this level (8 notes). Expanding on the knowledge learned in the previous year.		<p>Step-by-step guidance on playing the first notes with proper fingerings.</p> <p>SmartBoard and Sheet Music: Visual aids showing the staff, clefs, and note locations.</p> <p>Independent Practice: Students practice note production with regular teacher check-ins.</p>		
Reading Comprehension - Melodic	9.1.6-8.A - C	Students will develop the ability to read and perform simple melodies on their instruments, connecting their understanding of pitch, intervals, and music notation to their playing. They will learn to identify melodic patterns and practice playing both stepwise and intervallic melodies. The focus will be on connecting	Staff, Clef, Natural, Flat, Sharp, Fingerings, Melody, pitch, interval, stepwise motion, phrase, expression, articulation, scale	<p>Instrument Method Books(e.g. Essential elements): Specific exercises targeting the recognizing notes on the staff and sight reading.</p> <p>Teacher Demonstrations: Step-by-step guidance on playing notes with proper fingerings.</p> <p>SmartBoard and</p>	Teacher Assessment/Formal , Informal Observations	<p>Week 3 - 4</p> <p>Ongoing review when necessary</p>

		the visual representation of notes on the staff with the physical action of playing the correct pitches on their instrument. Students will also begin to recognize the importance of phrasing and expression in melodic playing. Expanding on the knowledge learned in the previous year.		<p>Sheet Music: Visual aids showing the staff, clefs, and note locations.</p> <p>Independent Practice: Students practice note production with regular teacher check-ins.</p>		
<p>Reading Comprehension</p> <p>-</p> <p>Rhythm</p>	9.1.6-8.A - H, 9.1.6-8.A-G	Students will understand the role of rhythm in music, including the ability to identify, clap, and count basic rhythmic patterns. They will learn rhythmic values for whole notes, half notes, quarter notes, eighth notes, sixteenth notes and rests. The concept of time signatures will be introduced, and students will practice reading and performing rhythms in various meters (e.g.,	Whole note, half note, quarter note, eighth note, rest, time signature, conducting pattern, meter, sixteenth notes	<p>Rhythm Games: Clapping and counting exercises using various rhythmic values.</p> <p>SmartBoard Demonstrations: Visualizing different time signatures and rhythmic patterns.</p> <p>Written Rhythm Exercises: Students write and count out rhythms.</p> <p>Group Rhythm Activities: Whole class clapping or drumming exercises.</p> <p>Instrument Method</p>	Teacher Assessment/Formal , Informal Observations	<p>Week 3 - 4</p> <p>Ongoing review when necessary</p>

		4/4, 3/4 , adding 6/8). Conducting patterns will also be introduced to reinforce rhythmic understanding. Expanding on the knowledge learned in the previous year.		Books(e.g. Essential elements): Specific exercises targeting the Rhythm.		
Key Signatures	9.1.6-8.A - H, 9.3.6-8.A-G	Students will learn to recognize and play key signatures, focusing on A Major. They will identify key signatures on their sheet music and write them out during theory exercises. Transposition will be briefly introduced, showing how some instruments (e.g., double bass) must play in different keys from the concert pitch. Students will begin to understand how key signatures affect their fingerings. Expanding on the knowledge learned in the previous year.	Key signature, transposition, major scale A major.	SmartBoard Presentation: Showing key signature charts and how they affect each instrument. Key Signature Drills: Students practice identifying key signatures on flashcards or worksheets. Playing Exercises: Simple songs or scales in C, Bb, and G Major. Teacher Demonstrations: Showing how to play in different keys on various instruments. Instrument Method Books(e.g. Essential elements): Specific exercises targeting Key Signatures.	Teacher Assessment/Formal , Informal Observations Mid-Quarter Evaluation	Week 5 -6 Ongoing review when necessary

Harmony	9.1.6-8.A - H, 9.6-3.8.A-G	Students will be introduced to harmony and its role in ensemble playing. They will explore how different parts (melody, harmony, bass line) interact to create a cohesive musical experience. Students will play simple duets, focusing on maintaining their part while listening to their partner. Understanding intervals and chord structures will be briefly covered, helping students recognize harmonic patterns. Expanding on the knowledge learned in the previous year.	Harmony, melody, bass line, duet, interval, chord	Duet Exercises: Students play two-part pieces from method books or teacher-arranged materials. SmartBoard Demonstrations: Showing harmonic intervals and chords in visual form. Group Practice: Students take turns playing duets with a partner, with feedback from the teacher. Listening Exercises: Recognizing harmony in professional recordings. Instrument Method Books(e.g. Essential elements): Specific exercises targeting Harmony.	Teacher Assessment/Formal Informal Observations	Week 5 - 6 Ongoing review when necessary
Music History	9.1.6-8.A - H, 9.2.6-8 A-L, 9.3.6-8.A-G, 9.4.6-8.A-D	Students will gain a foundational understanding of the historical and cultural contexts of different music genres, including jazz, classical, modern, and world music. The teacher will present	Jazz, Modern, Classical, Musical, World Music	SmartBoard Demonstrations: Showing historical references to current music topics. Listening Exercises: Recognizing different genres of music. Instrument Method Books(e.g. Essential	Teacher Assessment/Formal Informal Observations	Week 5 - 6 Ongoing review when necessary

		key composers, landmark pieces, and stylistic elements of each genre. Students will also learn to identify genres by listening to audio examples. The influence of social, political, and cultural movements on music will be discussed.		elements): Specific exercises targeting the History of Music (e.g. Mozart Melody and its historical importance)		
Ensemble Playing & Independent Musicianship Demonstration	9.1.6-8.A, B, C, G, H 9.2.6-8.F 9.3.6-8.A, B, D 9.4.6-8.A, B	Students will develop ensemble awareness, including listening to other sections, balancing dynamics, and matching articulation styles across the group. Introduction to sectional playing: Small group rehearsals will emphasize blending within sections and playing independently while maintaining ensemble unity. Students will improve sight-reading skills by working with duet, trio, and full-band music, focusing on rhythmic precision and	Ensemble, blend, balance, intonation, articulation, sight-reading, phrasing, dynamics contrast, tempo changes, sectional rehearsal, cueing, conducting patterns, rubato, fermata, unison, harmony, and counter-melody.	Full-band rehearsal pieces (beginner-intermediate level): from Essential Elements Book 1 or Standard of Excellence series. Duet and trio exercises to develop individual musicianship while maintaining ensemble awareness. Listening assignments: Students analyze recordings of professional ensembles, focusing on intonation, articulation, and phrasing. Sectional rehearsals: Small groups work on parts separately	Teacher Assessment/Formal Informal Observations Final Evaluation	Week 6-9

		<p>intonation adjustments within an ensemble.</p> <p>Introduction to basic conducting patterns to improve cueing awareness and entrances/exits in performances.</p> <p>Exposure to different musical styles within orchestral literature to enhance interpretation and expressiveness.</p>		<p>before rejoining full-band rehearsals to improve accuracy and blend.</p> <p>Peer feedback sessions: Students perform in small groups and offer constructive feedback on tone, rhythm, and articulation.</p> <p>Basic conducting practice: Students learn 2/4, 3/4, and 4/4 conducting patterns and take turns leading their section in warm-ups.</p>		
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Fundamental Music Vocabulary 7 (Sequential and Scaffolding)

Rhythm

Rhythm

Whole note/rest

Quarter note/ rest

Steady Beat

Half note/rest

Eighth note/rest

Syncopation

Sixteenth note/rest

Triplet

Dotted half note/rest

Dotted quarter note/rest

Pickup Note

Metronome

Counting

Tempo/Dynamics

Tempo

Dynamics

Ritardando

Accelerando

Presto

Largo

Allegro

Andante

Moderato

Decrescendo

Crescendo

Piano

Forte

Mezzo Forte

Mezzo Piano

Musical Symbols/ Music Theory

Music Staff

Grand Staff

Whole/Half Step

Interval

Line/Space

Bar Line

Double Bar

Ledger Lines

Time Signature

Common Time

1st & 2nd Ending

Key Signature

Measure

Measure Number

Treble Clef

Bass Clef

Alto Clef

Repeat Sign

Legato

Accent

Staccato

Marcato

Fermata

Coda

D.C. al Fine

Fine

Melody

Phrase	Sharp/Natural/Flat	Glissando
Harmony	Tie	Major/Minor
Solo/Duet/Trio/Quartet	Slur	Chord
Unison	Scale	Pitched/Unpitched
Accidental	Arpeggio	Breath Mark
Enharmonic	Chromatic	Articulation
		Phrasing

Strings Terminology

Tuning Peg	Cello	Acro
Strings	Up Bow	Posture
Orchestra	Shadow Bowing	Fingers
Orchestral Families	Pizzicato	Perform
Violin	Hooked Bowing	Practice
Viola	Down Bow	Timbre
Double Bass	Bow Lift	Etiquette
Ensemble	Balance	Articulation
Blend	Intonation	Sight-reading
		Vibrato

Form

Form	Trio	Rondo Form
AB Form	Waltz	Theme/Variation
ABA Form	Introduction	Counter-melody
Canon/Round	ABBA	

Music History

Composer	Modern Music	Wolfgang Amadeus Mozart
Arranger	Jazz Music	Johann Sebastian Bach
Conductor	Ragtime	Ludwig Van Beethoven
Genre	Blues	Gioacchino Rossini
Symphony	Classical Music	John Philip Sousa
		World Music