



Course Overview

Unit Title	Unit Summary
<u>Instrument Assignments</u>	This unit introduces the students to the instruments in the orchestra. The students will learn what size instrument they need, as well as what other materials and accessories they will need for their instrument.
<u>CHAMPS</u>	In this unit, the students will be introduced to the orchestra handbook, classroom procedures, policies and routines. They will learn the appropriate ways to have Conversations during activities, get Help during class, what the daily Activity is, appropriate classroom Movement, active Participation, and what Success looks like in Orchestra.
<u>Instrument Parts/Placement/Care</u>	In this unit, the students will learn what the parts of the instruments are, the purpose for each part, and how to properly care for their instruments. This includes how to get the instruments in and out of the cases, and even how to set their instruments down when not in use.
<u>Posture/Both Hands/Open Strings</u>	In this unit, the students will learn how to sit with correct posture from their head down to their feet and how to hold their instruments correctly in playing position with the correct accessories (shoulder rests, rock stops). At this point, they will only be performing pizzicato on open strings - so they will learn the proper pizzicato hand positions.
<u>Beginning Theory</u>	This unit introduces the students to the parts and symbols of the music staff including: staff, clef, measure, barline, time signature, quarter note, stem, stem position, note head, quarter rest, repeat sign, double bar line, ledger lines, sharps, naturals, flats, accidentals
<u>Rhythm and Counting</u>	This unit focuses on beat, pulse, tempo, counting in different time signatures and rhythms including ties, whole, half, quarter, dotted half and eighth notes. Students will practice these concepts through clapping and performing in their instruments.
<u>Bowing with Bow/Care</u>	This unit introduces the students to the parts of the bow, proper bow care, and proper bow holds for their instrument. They will practice their bow holds first on pencils, then on the actual bow. They will also practice good bow care including tightening and loosening the bow.
<u>Tuning/Intonation</u>	In this unit, students will learn and be able to identify what it sounds like for a pitch to be sharp (higher), flat (lower) or matching. They will also learn how to correctly use a tuner and adjust the pitch of their strings with fine tuners only.

Orchestra JH Beginner

<p><u>Range Expansion</u></p>	<p>In this unit, students will learn how to play correctly, all of the notes in a D major scale. Specifically they will: learn a 1 octave D major scale, learn to put weight on their fingers and “tunnel” them, and be able to adjust fingers according to accidentals and pitch.</p>
<p><u>Technique</u></p>	<p>This unit will introduce the students to the following: notes on the G string, different bowing techniques (slurs, hooked, staccato, legato), tempo markings, dynamics, tone productions using bow placement, and finger patterns.</p>

Standards for Instrument Assignments

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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Standards for CHAMPS

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (E)describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (4)Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (C)identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

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Standards for Instrument Parts/Placement/Care

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

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Standards for Posture/Both Hands/Open Strings

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (E) describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (C) identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

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Standards for Beginning Theory

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
 - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
 - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations

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Standards for Rhythm and Counting

Texas Essential Knowledge and Skills (TEKS)

- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
 - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
 - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
 - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
 - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
 - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;

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Standards for Bowing with Bow/Care

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (E)describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (4)Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (C)identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

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Standards for Tuning/Intonation

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
 - (A) experience and explore exemplary musical examples using technology and available live performances;
 - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
 - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
 - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
 - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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Standards for Range Expansion

Texas Essential Knowledge and Skills (TEKS)

- 2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
 - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
 - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
 - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
 - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
 - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
 - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and
 - (G) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
 - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
 - (B) identify criteria for listening to and evaluating musical performances;
 - (C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;
 - (D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
 - (E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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Standards for Technique

Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
 - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
 - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
 - (C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
 - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;
 - (F) interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing

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