## TUSD SCOPE AND SEQUENCE

### GRADE 6-8 INSTRUMENTAL MUSIC (ORCHESTRA) Content & Assessment Framework – Novice, Intermediate, Proficient

<table>
<thead>
<tr>
<th>First Nine Weeks- Quarter 1</th>
<th>Second Nine Weeks- Quarter 2</th>
<th>Third Nine Weeks-Quarter 3</th>
<th>Fourth Nine Weeks-Quarter 4</th>
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<tbody>
<tr>
<td><strong>Create/Perform</strong></td>
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<td><strong>MS ORCHESTRA Performance Expectations:</strong></td>
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<td>- Novice and Intermediate Performing Ensembles will perform a minimum of <strong>once per semester</strong> which may include but is not limited to assemblies, performances for other classes or schools, field trips, District Orchestra Festivals, ABDOA Festivals, parent home informances/concerts during the day, weekend, or evening.</td>
<td>- Responding to a variety of conducting cues (e.g. crescendo, decrescendo, legato)</td>
<td>- Recognizing pitch discrepancies and responding appropriately in a unison context</td>
<td>- Using appropriate terminology to describe performance level</td>
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<td>- Proficient Performing Ensembles will perform a minimum of <strong>once per quarter</strong> which may include but is not limited to assemblies, performances for other classes or schools, field trips, District Orchestra Festivals, ABDOA Festivals, parent home informances/concerts during the day, weekend, or evening.</td>
<td>- Recognizing pitch discrepancies and responding appropriately in a unison context</td>
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### Anchor Standards 1-6

#### Literature
- 3-6 Musical Selections Grade 1-2.5, with varied genres
- Technique book appropriate to level of ensemble
- Major Scale Supplements

#### CREATE/PERFORM

**Skill development**
1. Identifying various parts of their instruments
2. Demonstrating proper instrument care and maintenance
3. Utilizing proper left and right hand holding posture for their stringed instrument
4. Exhibiting proper bow control, including the techniques used for staccato, slurred staccato, detache, slurs, double stops using one finger down, down bow, up bow, open strings, bow lift, pizzicato
5. Playing D, G, A, C and F major one octave scales, arpeggios and triads
6. Recognizing when their instruments are in tune by listening to a given pitch
7. Aurally distinguishing and performing on their instrument half and whole steps
8. Producing a characteristic tone quality on their instrument
9. Playing by rote short rhythmic, melodic and/or intervallic patterns (one octave) while maintaining a steady beat.
10. Responding to a variety of conducting cues (entrance cue, simple duple/triple patterns, cutoffs)
11. Transposing a simple melody (e.g. do-re-mi on different strings)

#### CREATE/PERFORM

**Skill development**
14. Continuation of skills established in Quarter 1
15. Identifying the various parts and names of other instruments in their ensemble
16. Maintaining good posture and playing position
17. Performing two octave scales, triads and arpeggios in the keys of D, G, A, C and F Major, one octave scales, triads and arpeggios in additional major keys (playing in at least on position higher than first with technical facility)
18. Recognizing pitch discrepancies and responding appropriately in a unison context
19. Playing and performing music from a wide variety of genres, cultures and styles
20. Playing simple melodies in at least two keys
21. Playing expressively on pitch and in rhythm, dynamics, phrasing and tempo markings encountered in the repertoire (e.g. staccato, marcato, legato, ritardando, accent and fermata)
22. Applying key signatures, time signatures, and accidentals to repertoire

#### CREATE/PERFORM

**Skill development**
23. Continuation of skills established in Quarters 1 and 2
24. Utilizing the proper left and right hand holding posture while shifting for their stringed instrument
25. Exhibiting proper bow control and technique using spiccato, changing strings with wrist action, col legno, ricocchet, and double stops
26. Performing two octave scales, triads and arpeggios in the keys of D, G, A, C and F Major, one octave scales, triads and arpeggios in additional major keys (playing in at least on position higher than first with technical facility)
27. Incorporating rudimentary aspects of vibrato into their playing
28. Sight reading rhythmic and melodic exercises and/or music one level below performance level
29. Responding to a variety of conducting cues (e.g. crescendo, decrescendo, legato)
30. Explaining how adjustments made to various parts of an instrument affect the performance level
31. Using appropriate terminology to describe performance level

#### CREATE/PERFORM

**Skill development**
34. Continuation of skills established in Quarters 1, 2 and 3
35. Performing two octave scales, triads and arpeggios in the keys of D, G, A, C and F Major, one octave scales, triads and arpeggios in additional major keys (playing in at least on position higher than first with technical facility) and playing one octave scales triads and arpeggios in the keys of d, g and a minor
36. Tuning their own instrument using a tuner or other pitch reference
37. Playing a natural harmonic on each string
38. Playing by rote rhythmic, melodic and/or intervallic patterns (two octaves) while maintaining a steady beat
39. Recognizing pitch discrepancies and responding appropriately in an harmonic context
40. Playing simple melodies in several keys
41. Describing and playing musical forms as encountered in the repertoire
### TUSD SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Skill development</th>
<th>Literature</th>
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<tbody>
<tr>
<td>1. Recognize and explain the relationship between music and various functions/events</td>
<td>3-6 Musical Selections Grade 1-2.5, with varied genres</td>
<td>9. Continuation of skills established in Quarter 1</td>
<td>3-6 Musical Selections Grade 1-3, with varied genres</td>
<td>3. Continuation of skills established in Quarter 1 and 2</td>
<td>3-6 Musical selections Grade 1.5-3.5, with varied genres</td>
<td>22. Continuation of skills established in Quarter 1 and 2 and 3</td>
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<td>2. Recognize composers’ motivations for creating the music being performed by the students</td>
<td>Technique book appropriate to level of ensemble</td>
<td>10. Recognize acoustic properties as they effect the performers/performance space</td>
<td>Technique book appropriate to level of ensemble</td>
<td>23. Identify and explain how music can be described from one music medium to another</td>
<td>24. Analyze and apply the relationship between rhythm and mathematics as it occurs within the literature</td>
<td>25. Analyze how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry)</td>
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<td>3. Recognize, explain and apply the relationship between rhythm and mathematics as it occurs within the literature</td>
<td>Major Scale Supplements</td>
<td>11. Play a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture</td>
<td>Major Scale Supplements</td>
<td>20. Compare how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry)</td>
<td>21. Identify and discuss the roles/careers musicians play in various societies and investigate opportunities for lifelong participation in music</td>
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<td>4. Recognize the connection between music and other content areas as encountered in the literature</td>
<td>Listening Examples as needed</td>
<td>12. Identify and apply appropriate audience behavior in the context and style of music being performed</td>
<td>Listening Examples as needed</td>
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<td>5. Investigate, recognize and describe the origins and development of instrumental music</td>
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<td>13. Identify, explain, and apply the musical characteristics that make a piece of music appropriate for a specific event or function</td>
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<td>6. Identify and compare a varied repertoire of music from diverse genres and musical styles</td>
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<td>14. Explain and describe specific musical characteristics that influence preference for specific musical works and styles</td>
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<td>7. Identify and discuss the composers of the works being played</td>
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<td>15. Express personal reactions to musical experiences, and identify which musical aspects evoke these reactions</td>
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<td>8. Identify various roles of music in daily experience</td>
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<td>16. Identify, discuss and reflect on the roles and impact music plays in students’ lives and the lives of others</td>
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<td>17. Identify and describe the various ways music conveys universal themes (e.g., contrast, conflict, emotion)</td>
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<td>18. Identify, explain and distinguish music preferences (I like it because…) from music judgments (It is good because…) from cultural judgments (It is important because…)</td>
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- Technique book appropriate to level of ensemble
- Major Scale Supplements
- Listening Examples as needed | - 3-6 Musical Selections Grade 1-3, with varied genres
- Technique book appropriate to level of ensemble
- Major Scale Supplements
- Listening Examples as needed | - 3-6 Musical selections Grade 1.5-3.5, with varied genres
- Technique book appropriate to level of ensemble
- Major Scale Supplements
- Chromatic Scale Supplements
- Listening Examples as needed | - 3-6 Musical Selections Grade 1.5-4, with varied genres
- Technique book appropriate to level of ensemble
- Major Scale Supplements
- Chromatic Scale Supplements
- Listening Examples as needed |

### EVALUATE/CONNECT

#### Skill development

1. Identify the sounds of the instruments specific to their ensemble
2. Identify the instruments by family type
3. Use appropriate terminology to identify, describe and explain the elements of music in the repertoire
4. Identify, describe and analyze their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble
5. Identify, describe and analyze the qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create different moods or feelings
6. Show respect for personal work and the work of others through appropriate technique

### EVALUATE/CONNECT

#### Skill development

7. Continuation of skills established in Quarter 1
8. Listen to musical examples with sustained attention
9. Listen to, describe and analyze music from various cultures and genres
10. Identify, describe and analyze the musical characteristics that make a piece of music appropriate for a specific event
11. Compare and contrast the performance of a solo and/or ensemble in relation to the genre or style performed
12. Determine whether the instrument is either sharp, flat or in tune by using a pitch reference/ensemble
13. Identify, describe and analyze a temperament or mood in a piece of music
14. Use teacher or student specified criteria to evaluate a musical performance
15. Evaluate the effect of audience and performers’ behavior on the performance
16. Reflect, describe and analyze the experience(s) of their performance and the performance of others

### Create/Perform

- Anchor Standard #1: Generate and conceptualize artistic ideas and work
- Anchor Standard #2: Organize and develop artistic ideas and work
- Anchor Standard #3: Refine and complete artistic work
- Anchor Standard #4: Analyze, interpret and select artistic work for performance
- Anchor Standard #5: Develop, refine artistic techniques, and work for presentation
- Anchor Standard #6: Convey meaning through the presentation of artistic work

### Relate/Respond

- Anchor Standard #7: Perceive and analyze artistic work
- Anchor Standard #8: Interpret intent and meaning in artistic work

### Evaluate/Connect

- Anchor Standard #9: Apply criteria to evaluate artistic work
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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Grades 6-8 Foundational Skills – Instrumental Music