

## 7<sup>th</sup> Grade Strings Syllabus

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### Course Description:

This class is designed for students that have experience playing violin, viola, cello, or bass. Students need to have completed one or more years of prior instruction or pass an equivalency test administered by the instructor to participate. Skills will be practiced in solo playing, orchestral performance, and small ensemble. The general goal is for students to be able to confidently and accurately perform appropriate grade level music. As a result of their practice and exposure to high quality musical performance and literature, they should also develop an appreciation for the skill and artistry involved in playing a musical instrument. Through study of music theory and history, students should also be able to place famous composers in a historical context and discuss various elements of music used in traditional orchestral repertoire.

### Course Contents:

South Carolina Strings Curriculum Standards aligned with National Standards for the study of music:

- I. Singing: Students will sing, alone and with others, a varied repertoire of music.
- II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.
- III. Improvisation: Students will improvise melodies, variations, and accompaniments.
- IV. Composition: Students will compose and arrange music within specific guidelines.
- V. Reading and Notating: Students will read and notate music.
- VI. Analysis: Students will listen to, analyze, and describe music.
- VII. Evaluation: Students will evaluate music and music performances.
- VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.
- IX. History and Culture: Students will relate music to history and culture.

### Objectives:

The following objectives are based on the National Music Education Course Standards, the South Carolina Music Education Achievement Standards, and the Curriculum Guide adopted by the School District of Greenville County:

#### **Music Performance**

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

##### **SINGING**

MI7-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.

MI7-1.2 Sing with expression and stylistic accuracy.

MI7-1.3 Sing music written in two and three parts.

##### **PERFORMING**

MI7-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.

- MI7-1.5 Play familiar music on an instrument by ear.
- MI7-1.6 Play instruments expressively with appropriate dynamics and phrasing.
- MI7-1.7 Demonstrate the characteristic tone quality of the particular instrument while playing with accurate notes, rhythms, dynamics, articulations, and intonation and maintaining a steady tempo.
- MI7-1.8 Perform, alone and in groups, music written in two or more parts, balancing dynamics, blending timbres, and using well-developed ensemble skills in response to the cues of a conductor.
- MI7-1.9 Perform with stylistic accuracy a variety of music representing diverse cultures, genres, and styles.
- MI7-1.1 Perform scales and music literature at a level of difficulty comparable to that prescribed by the second-year method book, or at a 2 on a scale from 1 to 6.

#### **Creating Music**

**Standard 2: The student will improvise, compose, and arrange music within specified guidelines.**

##### **IMPROVISING**

- MI7-2.1 Improvise rhythmic and melodic phrases within a given meter and tonality.
- MI7-2.2 Improvise simple harmonic patterns within a given meter and tonality.

##### **COMPOSING AND ARRANGING**

- MI7-2.3 Compose short pieces for his or her instrument.
- MI7-2.4 Arrange short pieces for his or her instrument.

#### **Music Literacy**

**Standard 3: The student will read and notate music.**

- MI7-3.1 Read and notate whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures.
- MI7-3.2 Identify half and whole steps within given keys and sight-read music at a level of 1 on a scale from 1 to 6.
- MI7-3.3 Identify, notate, and interpret symbols and terms of musical expression referring to dynamics, tempo, and articulation.

#### **Critical Response to Music**

**Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.**

##### **ANALYZING**

- MI7-4.1 Use appropriate terminology to describe the musical form (for example, motive, canon, rondo, theme and variation, call and response) of a work that is presented aurally and visually.
- MI7-4.2 Analyze the elements of music in compositions representing diverse genres and cultures.
- MI7-4.3 Analyze music by identifying basic principles of meter, rhythm, form, tonality, intervals, and chords.

##### **EVALUATING**

- MI7-4.4 Develop and use criteria to evaluate the quality of the music performances of others.
- MI7-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.
- MI7-4.6 Use appropriate terminology to explain his or her preferences in music on the basis of a variety of genres, styles, and historical periods

#### **History and Culture**

**Standard 5: The student will examine and perform music from a variety of cultures and stylistic periods.**

- MI7-5.1 Make connections between the distinguishing characteristics of music from different cultures and historical periods.
- MI7-5.2 Make connections between the distinguishing characteristics of music representing different styles and genres.

#### **Making Connections**

**Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.**

- MI7-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, rhythm, volume, form).
- MI7-6.2 Compare common music terms to those found in non-arts disciplines (for example, genre, program, dynamics, pitch).
- MI7-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.
- MI7-6.4 Discuss the costs and labor involved in artistic performances and productions.
- MI7-6.5 Examine music's impact on everyday life.

#### **Advanced Level Objectives:**

Students considered “advanced” should fluently demonstrate all Grade Level Objectives.

In addition to these, advanced level students are expected to assume positions of leadership within the Orchestra. They should consistently model appropriate performance skills and orchestral etiquette. Some examples of expectations for Honors Level students follow:

- Participation in outside playing ensembles such as GCYO or CYS
- Private Instruction on their instruments are highly recommended
- Additional performance opportunities beyond Grade Level such as recitals and performances at local venues
- Auditioning for All-State
- Providing instruction to other class members when requested by Director

Units of Instruction Aligned with GCS Curriculum guide:

Instructional Materials and Resources

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Instructional Materials and Resources

The following materials and resources will be needed to meet the goals for classes for the school year:

- Muller-Rusch Book 3
  - Essential Elements book 2
  - Well-maintained instrument for each student in the class (most will be provided by student)

Students are required to have the following materials daily for class: Instrument, instrument accessories, method book, folder containing current information pencil, and rosin.

Major Assessment/Calculation of Grades:

An average using the following criteria is used to determine a numerical grade:

Major Assessments 50% (Concerts, playing tests, written tests)

Minor Assessments 50% (weekly participation/rehearsal standards, classwork, quizzes)

Daily Participation includes having all necessary materials for class. Each student begins the week with 100 points. If no points are deducted, the daily participation grade each week remains 100. Students are graded according to the following categories. A rubric will be given to all students.

Preparedness - failing to bringing instrument (violin/viola), method book, folder and pencil to class each day

Focus during class - being ready to play when asked to do so and making eye contact while teacher is speaking

Posture and Playing position - sitting or standing with the correct posture and position

Bowing and Tone - playing with the proper bowing and a full, confident tone at all times

Playing and Talking out of Turn

Miscellaneous:

- 5 points per day for long fingernails

Major tests/Concerts/Dress Rehearsals: Students will receive a numerical score on all tests, and a grade of 100 for concert participation.

Students are required to attend all concerts!

Exceptions: Personal Illness or family emergency (a note is required)

#### Student Records:

The following procedures will be used to record student progress:

- PowerTeacher- All major and daily grades are recorded in the grade book.
- Progress reports, written comments/suggestions for improvement on playing tests

#### Homework Policy:

Homework and class assignments include material assigned by the teacher to reinforce musical concepts or current pieces of study. A note concerning practice: Regular practice should be considered the primary type of homework. In order to be successful, the student should plan to schedule times totaling at least 100 minutes per week. This time should be spread throughout the week, not concentrated on just one or two days

#### Missed Work/Make-up Policy:

It is the responsibility of the student to ask for missed assignments after an absence. ALL work should be made up within a week of return.

#### Attendance and Tardy Policy:

Following state law, no student may miss more than 10 days of school. Students should make every effort get to class on time. Excessive tardiness may lead to a referral to the administration.

#### Behavior

- Respect other students and their property
- Behavior should not interfere with the learning of other students
- Prepare assignments and practice at home

The following procedure will be followed in the event of disruptive behavior:

1st offense- A verbal warning will be given

2nd offense-A note or call to parent.

3rd offense-A call to parent and/or referral to an administrator

Procedures for Non-Instructional Routines:

Fire instruction maps are located near the door.

#### Communication with Parents:

Parents of students will be contacted during the school year. They will receive:

1. Progress Reports
2. Report cards
3. Telephone calls or notes concerning behavior/work
4. Parent/teacher conferences as needed