

# West Linn-Wilsonville School District Primary & Middle Orchestra Curriculum

<b>Curriculum Foundations</b>		
<b><u>Important Ideas &amp; Understandings</u></b>	<b><u>Significant Content Strands</u></b>	<b><u>Significant Skills to be Learned &amp; Practiced</u></b>
<ul style="list-style-type: none"> <li>• Nature of the Human Experience               <ul style="list-style-type: none"> <li>➤ Making connections – creating meaning and understanding</li> <li>➤ Providing continuity</li> <li>➤ Inspiring change – challenging perspectives</li> </ul> </li> <li>• Connectivity (Interrelationships)               <ul style="list-style-type: none"> <li>➤ Among art disciplines</li> <li>➤ Across disciplines (e.g. mathematics, language, social sciences, etc.)</li> </ul> </li> <li>• Influences and Roles               <ul style="list-style-type: none"> <li>➤ Societal, historical, and cultural contexts</li> <li>➤ Environment and personal experience</li> <li>➤ Personal, professional, practical, economic, community, and cultural needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Music - Instrumental</li> <li>• Theory/Composition</li> <li>• History</li> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and/or performance demonstrating skills and knowledge               <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Materials &amp; Technology</li> <li>➤ Tools &amp; Techniques</li> </ul> </li> <li>• Tools for Life and School               <ul style="list-style-type: none"> <li>➤ Creative Skills: Imagination, Intuition, Adaptation, Dexterity</li> <li>➤ Cognitive Skills: Problem-Solving, Critical Thinking, Reasoning, Reflection, Perception, Insight</li> <li>➤ Personal Skills: Communication, Teamwork, Self-Motivation, Self-Discipline, Sensitivity</li> </ul> </li> <li>• Analysis and evaluation (both written and oral) of works of art (including own) considering various perspectives               <ul style="list-style-type: none"> <li>➤ Structure (elements and organization)</li> <li>➤ History</li> <li>➤ Culture</li> <li>➤ Aesthetics</li> </ul> </li> </ul>

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<u>BODY POSITION</u>	<u>RIGHT HAND PERFORMANCE SKILLS</u>	<u>LEFT HAND PERFORMANCE SKILLS</u>	<u>EAR TRAINING/INTONATION SKILLS</u>	<u>LITERATURE</u>
<b>GRADE:</b> <u>Primary "Enrichment" Level</u> (by the end of 5 <sup>th</sup> grade)				
<ul style="list-style-type: none"> <li>• Correct posture: well-supported and relaxed; feet shoulder width apart, standing tall, instrument sitting on top of shoulder with the chin holding it in place, nose pointing toward the scroll</li> </ul>	<ul style="list-style-type: none"> <li>• Correct bow holds: fingers curved, spaces between fingers, thumb curved, pinky curved and sitting on top of the bow, bow arm is hanging and relaxed to give a feeling of weight to the bow and heaviness to the sound</li> <li>• Bowings: basic whole, half bow usage with legato and staccato</li> <li>• 1-2 note slurs</li> <li>• 1-2 string crossings</li> <li>• Basic dynamics: using bow speed as well as bow placement (playing near the bridge at forte, nearer the finger board at piano)</li> </ul>	<ul style="list-style-type: none"> <li>• Correct hand position: fingers curved, resting on the tips and hand leaning slightly toward the scroll; arm is relaxed with elbow underneath instrument</li> <li>• Ability to use high and low fingerings 1-3 (chromatic alteration)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of intonation issues (able to identify if the string is in tune)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to play basic sheet music (note reading) in keys of D, G, A, 1<sup>st</sup> position with basic rhythmic patterns (whole, half, quarter, eighth, and sixteenth note values)</li> </ul>

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<b>GRADE: Middle School Level</b> (by the end of 8 <sup>th</sup> grade)				
<ul style="list-style-type: none"> <li>• Already established; continue to reinforce</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce bow hold</li> <li>• Bow strokes: detache, staccato, long slurs, martele, hooked bows, lifts, tremolo, double stops</li> <li>• Controlled pp to ff dynamics using weight, speed, and sounding points</li> </ul>	<ul style="list-style-type: none"> <li>• Chromatic fingers 1-4, shifting positions 1-3 (cello 4<sup>th</sup>, basses to 3<sup>rd</sup>)</li> <li>• Vibrato has begun by 8<sup>th</sup> grade</li> <li>• 2 octave scales D, G, A, C, F and minor keys g, d, a, e</li> </ul>	<ul style="list-style-type: none"> <li>• Able to tune with the fine tuners, some with pegs</li> <li>• Able to recognize intervals of octave, perfect 5<sup>th</sup>, 4<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to and performance of classical literature, arranged appropriately to grade 1-3</li> <li>• Understanding of syncopation and key signatures can be demonstrated</li> </ul>