



M/J Orchestra 1

Code M/J Orchestra 1 (6th, 7th, or 8th grade)



Curriculum Map



Sequence



Supports



Feedback

Course: [M/J Orchestra 1 CPALMS Course Description](#)

Method book recommendations:

- Essential Elements for Strings Book 1
- Sound Innovations for String Orchestra Book 1
- New Directions for Strings Book 1

End of Year Literature Goals: Performing between grade 1-1.5

Quarter	Unit	IG	Topic Name	Standards	
First Quarter	1. Introduction: Classroom Setup; Instrument Set-up; D-String notes, All open strings	IG 1	Instrument Introduction and Selection	MU.5.C.1.3	
			Class Procedure, Instrument Set-Up, Care, and Maintenance		
			Basic Music Vocabulary for Quarter 1		
			Posture and Positioning (Introduction to Basic Music Literacy (Note reading))		
			Introduction to Pulse: Quarter notes and rests (rhythm)	MU.68.S.3.2	
			Open Strings, D & A Pizzicato		
			Bow hold, Bow Open Strings		
			Pizzicato first 5 notes, finger placement & patterns		
	Rehearsal/Instrument Strategies			Ensemble skills, rehearsal technique, Practice Strategies	MU.68.S.3.6
				Expand and apply music literacy (key sig, time sig, note and rest application, pitch)	MU.68.S.3.3 DA.68.S.2.1 LAFS.68.RST.2.4
Second Quarter	A-String		Review bow hold, arm shape, and string crossings	MU.68.S.3.2	
			Arco first 8 notes (D and A strings), 4th finger, leger lines for viola/cello/bass	MU.68.O.3.1 MU.68.S.3.2	
			Key signature & D major Scale	MU.68.S.3.2	
			Eighth notes (rhythm), Half notes & Half Rests	MU.68.S.3.2	
	Rehearsal/Instrument Strategies		Expand and apply music literacy (key sig, time sig, note and rest application, pitch) Dynamics- Forte & Piano	MU.68.S.3.1	
			Introduction to repertoire in D MAJOR ONLY, rehearsal letters and measure numbers, concert etiquette, rest position vs playing position	MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.6 MU.68.O.1.1 MU.68.O.3.2	
			Playing in ensemble with piano accompaniment with intro/outro	MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.6 MU.68.O.1.1 MU.68.O.3.2	
Third Quarter	G-String		Introducing notes on G-String	MU.68.S.3.2	
			Dotted Half Note & Rest, slurs, ties & slurred string crossings	MU.68.S.3.2	



		Keys D and G major, leger lines violins	MU.68.S.3.2
		New time signatures (2/4, 3/4)	MU.68.S.3.2
	Expanding Skills	Intro to the Anacrusis	MU.68.S.3.2
		Repertoire in G and D MAJOR ONLY, contrasting styles (major/minor or slow/fast or lyrical/technical)	MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.6 MU.68.O.1.1 MU.68.O.3.2
Fourth Quarter	C and E strings	Scales D and G Major (One Octave)	MU.68.S.3.2
		C-String violas/cellos	
		E-String violins/basses	
	Applying Expanded Performance Skills	*Road Maps (musical form): D.C.; D.S.; Fine, Coda, 1st & 2nd Ending, etc.	MU.68.S.2.1
		Tempo Markings: Allegro, Moderato, Andante	MU.68.S.3.2
		Watching and responding to the conductor	MU.68.S.3.2
Ongoing Skills	Embed Throughout the Course	<p style="text-align: center;">Supporting Standards:</p> <ul style="list-style-type: none"> ● DA.68.S.2.1 Sustain focus attention, respect & discipline during classes and performances ● LAFS.68.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases... ● LAFS.68.WHST.3.9 Draw evidence from informational text to support analysis, reflection, and research. ● LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners... ● LAFS.6.SL.1.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. ● LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. ● MAFS.K12.MP.5.1 Use appropriate tools strategically. ● MAFS.K12.MP.6.1 Attend to precision. ● MAFS.K12.MP.7.1 Look for and make use of structure. ● ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. 	

*The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling** and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.

