



## M/J Orchestra 2

Code M/J Orchestra 2 (6th, 7th, or 8th grade)



Curriculum Map



Sequence



Supports



Feedback

**Course:** [M/J Orchestra 2 CPALMS Course Description](#)

**Method book recommendations:**

- Essential Elements for Strings Book 2
- Sound Innovations for String Orchestra Book 2
- New Directions for Strings

**End of Year Literature Goals:** Performing between grade 2-2.5

Quarter	Unit	IG	Topic Name	Standards
First Quarter	Review of Basic Music Literacy & Fundamentals	1	Review Basic Music Literacy and Vocabulary (key sig, time sig, note and rest application, pitch)	MU.68.S.3.3 LAFS.68.RST.2.4
		2	Review Fundamental Technique (posture, Left Hand, Right Hand Sound production)	MU.68.S.3.2 DA.68.S.2.1
			Review Styles of Basic Bowing	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1
			Review D and G Major One Octave Scales (One Octave)	MU.68.S.3.2 MU.68.S.3.4
	F-Natural & C-Natural, C Major Scale		F-Natural & C-Natural Notes	MU.68.S.3.2
			Review: C-string for Cellos/Violas, E-string for Violins/Basses	
			C-Major Scale, One-Octave (optional: *A minor scale)	
			Articulations; PAWS/WASP for bow	MU.68.S.3.3 MU.68.S.3.4
	Expanding Skills		Dynamics (cresc/decr/mf/mp); intervals, ritardando, tempo markings,	MU.68.S.3.2
			Repertoire in G, D, C MAJOR (1 OCTAVE ONLY)	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 MU.68.S.3.2
Second Quarter	F major/d minor scale; & Backward Extensions		The note Bb	MU.68.S.3.2
			Half Position and Backward Extensions	
			F Major Scale (One Octave)	
			Individual eighth notes and rests, Syncopation (Ties, Dotted quarter, Triple Meter, cut time, 6/8, etc),	
	Expanding skills		Sight Reading skills; STARS	MU.68.S.3.2 MU.68.S.3.4
			Key changes in a piece	MU.68.S.3.2
			Self-Reflection and Assessment	MU.68.C.2.1 MU.68.C.2.2
			Rehearsal Strategies/Concert Preparation; Ritardando & Fermata	MU.68.C.1.1 MU.68.C.1.2 MU.68.C.2.1 MU.68.C.2.2 MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1



Third Quarter	A major scale & Forward Extensions	A major scale (One Octave)	MU.68.S.3.3
		Forward Extensions	MU.68.S.3.2
		Sixteenth notes and their relative groupings; dotted eighth notes;	
		MPA Preparations (if applicable)	MU.68.O.1.1 MU.68.O.3.1 MU.68.O.3.2 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.4
		Music History & Style	MU.68.H.2.3 MU.68.H.1.2 MU.68.H.1.3 MU.68.H.3.1
		Continue with extended Sight Reading	MU.68.S.3.3 MU.68.S.3.4
Fourth Quarter	D Major Scale Two Octaves; Shifting & Displacement	D Major scale 2 octaves Violin: 3rd position Bass: DISPLACED (start on open D, end on upper D, go to E string, end on open D) Cellos/Violas: Forward Extensions	MU.68.S.3.2
	Applying expanded performance and expression skills	Rehearsal Strategies/Music Performance preparation	MU.68.C.1.1 MU.68.C.1.2 MU.68.C.2.1 MU.68.C.2.2 MU.68.S.3.6 MU.68.O.2.2 MU.68.O.3.2 DA.68.S.2.1
		Transfer Performance techniques moving to next level ensemble literature.	MU.68.S.2.2 MU.68.S.3.3 MU.68.S.3.4
Ongoing Skills	Embed throughout the course	<p><b>Supporting Standards:</b></p> <ul style="list-style-type: none"> <li>DA.68.S.2.1 Sustain focus attention, respect &amp; discipline during classes and performances</li> <li>LAFS.68.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases...</li> <li>LAFS.68.WHST.3.9 Draw evidence from informational text to support analysis, reflection, and research.</li> <li>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners...</li> <li>LAFS.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</li> <li>LAFS.7.SL.1.3 Delineate a speaker's argument and specific claims, evaluating the sounds of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</li> <li>LAFS.7.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>MAFS.K12.MP.5.1 Use appropriate tools strategically.</li> <li>MAFS.K12.MP.6.1 Attend to precision.</li> <li>MAFS.K12.MP.7.1 Look for and make use of structure.</li> <li>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</li> </ul>	

\*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.

