



M/J Orchestra 3

Code M/J Orchestra 3 (6th, 7th, or 8th grade)



Curriculum Map



Sequence



Supports



Feedback

Course: [M/J Orchestra 3 CPALMS Course Description](#)

Method book recommendations:

- Essential Elements for Strings Book 2 & 3
- Sound Innovations for String Orchestra Book 2
- New Directions for Strings

End of Year Literature Goals: Performing between grade 2.5-3

Quarter	Unit	IG	Topic Name	Standards
First Quarter	Review of Basic Music Literacy & Fundamentals	2	Instrument Care, and Maintenance	MU.68.S.3.2
		3	Review Fundamental Technique (posture, Left Hand, Right Hand Sound production)	MU.68.S.3.2
			Review music literacy (key sig, time sig, note and rest application, pitch)	MU.68.S.3.3
		4	D major Scale 2 Octaves, G major, C major, F major, a minor, d minor, A major, Optional *Bb Major (One Octave)	DA.68.S.2.1 LAFS.68.RST.2.4
	Rehearsal/Instrument Strategies & Expressive Elements of Performance		Styles of Articulation with bowings	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1
			Balance and Blend (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1
		Phrasing (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1	
Second Quarter	Expanding skills (octave G and C scale)		G Major and C Major scales (2 Octave)	MU.68.S.3.2 MU.68.S.3.4
			Introduction to positions: Violin: 3rd position review Viola: 3rd position Cello: 3rd and 4th position Bass: Up to harmonic on G-String	MU.68.S.3.2
			Introduction to Basic Vibrato	MU.68.S.3.2
			Rhythmic Expansion (Ties, Dotted quarter, Triple Meter)	MU.68.S.1.3 LAFS.68.RST.2.4
	Applying expanded performance skills		Blend of Instrumentation to convey a musical emotion, thought or idea	MU.68.O.3.1 MU.68.C.2.2
			Apply basics of tuning with fine tuners with tuner	MU.68.C.2.2
			Review Sight reading	MU.68.S.3.3 MU.68.S.3.4
	Rehearsal Strategies/Concert Preparation	MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1		
Third Quarter	Extended Development of Personal Instrumental Musicianship		Extended Rhythmic accuracy and steady beat - Use of Metronomes	MU.68.S.3.4
			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
	Extended Development & Identifying Connections		Performing by ear	MU.68.S.1.4
			Self Assessment critiques	MU.68.C.2.2
			Extended Sight Reading Ensemble literature	MU.68.S.3.3
Fourth Quarter	Applying expanded performance and expression skills		Music Performance preparation- Lyrical vs Technical Pieces	MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1 MU.68.S.1.5
			Transfer Performance techniques from books to ensemble literature.	MU.68.S.2.2
			Introduction to Cut Time (2/2)	MU.68.S.2.2 MU.68.S.3.2 MU.68.S.3.3
			* Additional Comprehension - Simple Melodic Dictation, Basic rhythmic & melodic error detection (stepwise/unison)	MU.68.S.3.4 MU.68.S.3.5
	Reinforced skills for High School Preparation		<p>Positions: Violins/Violas: 3rd Cellos: 3rd position, and 4th position Bass: 2nd, 3rd, 4th up to harmonic on G and D strings</p> <p>Scales: Violin/Viola/Cello: D, G, C (2 Octave); F, A, Bb (opt.), a minor, d minor (1 Octave) Bass: D (2 Octave), G, C, F, A, Bb (opt.) (1 Octave)</p> <p>Solo & Ensemble Repertoire</p> <p>Key signature differentiation</p> <p>Basic, Triple, & Mixed meter; tempo and time change</p> <p>Intro to leadership/cuing and following</p> <p>Resize instruments; repositioning cellos</p>	
Ongoing Skills	Embed throughout the course		<p 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.

