

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>First Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Nationalism</li> <li>2. Sixteenth note</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Sixteenth note</li> <li>2. Eighth and sixteenth note patterns</li> <li>3. Dotted eighth and sixteenth pairs</li> <li>4. Eighth and sixteenth note staccato combinations</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. D in 4<sup>th</sup> position (bass)</li> <li>2. E in 4<sup>th</sup> position (bass)</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. D in 4<sup>th</sup> position (bass)</li> <li>2. E in 4<sup>th</sup> position (bass)</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Richer, deeper tone</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. D and E in 4<sup>th</sup> position (bass)</li> <li>2. High versus regular 3<sup>rd</sup> (violin, viola)</li> <li>3. Forward extension versus regular position (cello)</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Maintenance skills</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Basic skills</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Melody/harmony part</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>EE pp. 25-28</p>	<p><u>Math</u>: Subdivisions, dotted notes, rhythm</p> <p><u>Language Arts</u>: Vocabulary, printed instructions, literary context of selected music</p> <p><u>Social Studies</u>: Composer's biographical information, historic context of selected music</p> <p><u>Science</u>: Scientific context of selected music, time keeping, invention of the metronome (1815)</p>



Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 5	<p><b>Second Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Syncopation</li> <li>2. Sea Chantey</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Syncopation</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. Low first finger E-flat (violin, viola)</li> <li>2. Backward extension E-flat (cello)</li> <li>3. Half position E-flat (bass)</li> <li>4. B-flat Major scale</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. Low first finger E-flat (violin, viola)</li> <li>2. Backward extension E-flat (cello)</li> <li>3. Half position E-flat (bass)</li> <li>4. B-flat Major scale</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Development</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Hooked bowing</li> <li>2. Eighth-quarter-eighth syncopation with pitches bowed separately</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Daily care</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Large and small</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Balance and blend</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>EE pp. 29-32</p>	<p><u>Math</u>: Subdivisions, dotted notes, syncopation</p> <p><u>Social Studies</u>: Composer's biographical information</p> <p><u>Language Arts</u>: Vocabulary, printed instructions</p>

EE = Essential Elements for Strings

RESOURCE KEY

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<p><b>Second Six Weeks</b></p> <p>J. Music Reading            1. Half position (bass)            2. Hooked dotted eighth and sixteenth pattern            3. Syncopated rhythm</p> <p>K. Vocalization            1. Syncopated rhythms</p> <p>L. Improvisation/Composition            1. Syncopated rhythms while performing B-flat major scale</p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities            1. Materials and equipment</p> <p>B. Practice Responsibilities            1. Practice habits</p> <p>C. Self-Evaluation            1. Skill maintenance</p> <p>D. Performance            1. Proper preparation</p>	<p>Practice Card            Performance            All-West orchestra audition scales            All-West orchestra audition pieces            All-City orchestra festival</p>		
4	<p><b>III. HISTORY/CULTURE</b></p> <p>A. International Folk Songs            1. Identification and recognition</p> <p>B. American Folk Song            1. Identification and recognition</p> <p>C. Purcell            1. Identification and recognition</p> <p>D. Spirituals            1. Identification and recognition</p> <p>E. Elgar            1. Identification and recognition</p>	<p>Written report or project-based evaluation</p>		<p><u>Social Studies: Culture</u></p>

EE = Essential Elements for Strings      RESOURCE KEY

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 5	<p><b>Third Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <ol style="list-style-type: none"> <li>1. Accent</li> <li>2. G minor</li> <li>3. Cut time</li> <li>4. Alla breve</li> </ol> <p>B. Rhythm</p> <ol style="list-style-type: none"> <li>1. Cut time</li> <li>2. Whole notes, half notes, quarter notes in 2/2 time</li> </ol> <p>C. Ear Training</p> <ol style="list-style-type: none"> <li>1. G minor scale</li> <li>2. Low 4<sup>th</sup> finger E-flat and B-flat (violin, viola)</li> <li>3. E-flat on C string (viola, cello)</li> <li>4. Accents</li> </ol> <p>D. Pitch</p> <ol style="list-style-type: none"> <li>1. G minor</li> <li>2. Low 4<sup>th</sup> finger E-flat and B-flat (violin, viola)</li> <li>3. E-flat on C string (viola, cello)</li> </ol> <p>E. Tone</p> <ol style="list-style-type: none"> <li>1. Development</li> </ol> <p>F. Technique</p> <ol style="list-style-type: none"> <li>1. Low 4<sup>th</sup> finger: E-flat and B-flat (violin, viola)</li> <li>2. Accents</li> </ol> <p>G. Instrument Maintenance</p> <ol style="list-style-type: none"> <li>1. Coaching</li> </ol> <p>H. Ensemble</p> <ol style="list-style-type: none"> <li>1. Personal role</li> </ol> <p>I. Harmony</p> <ol style="list-style-type: none"> <li>1. Parts</li> </ol>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance: testing, sectional, individual (periodic check)</p>	<p>EE pp. 33-36</p>	<p><u>Math</u>: Rhythm, time signatures</p> <p><u>Language Arts</u>: Printed instructions, literary context of selected music</p> <p><u>Social Studies</u>: Historic context of selected music, composer's biographical information</p>

EE = Essential Elements for Strings

RESOURCE KEY



Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 2, 3, 5	<p><b>Fourth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>A. Vocabulary               <ul style="list-style-type: none"> <li>1. Current literature</li> </ul> </li> <li>B. Rhythm               <ul style="list-style-type: none"> <li>1. 6/8 time signature (6 beats per measure)</li> <li>2. Conducting a six beat pattern</li> <li>3. 6/8 time signature (2 beats per measure)</li> </ul> </li> <li>C. Ear Training               <ul style="list-style-type: none"> <li>1. Analysis of composition devices in a given work</li> </ul> </li> <li>D. Pitch               <ul style="list-style-type: none"> <li>1. Proper pitch</li> </ul> </li> <li>E. Tone               <ul style="list-style-type: none"> <li>1. Proper tone</li> </ul> </li> <li>F. Technique               <ul style="list-style-type: none"> <li>1. Proper technique</li> </ul> </li> <li>G. Instrument Maintenance               <ul style="list-style-type: none"> <li>1. Strings</li> </ul> </li> <li>H. Ensemble               <ul style="list-style-type: none"> <li>1. Balance and blend</li> </ul> </li> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Proper harmony</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. 6/8 time signature</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Sing in 2 and 6</li> </ul> </li> <li>L. Improvisation/Composition               <ul style="list-style-type: none"> <li>1. Arrangement of folk tune</li> </ul> </li> </ul>	<p>Written evaluation Aural evaluation Performance: testing, sectional, individual (periodic check)</p>	<p>EE pp. 37-39</p>	<p><u>Language Arts</u>: Printed instructions, literary context of selected music <u>Social Studies</u>: Historic context of selected music <u>Science</u>: Scientific context of selected music <u>Math</u>: Time signatures, equivalent fractions</p>

EE = Essential Elements for Strings  
RESOURCE KEY

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<p><b>Fourth Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities</p> <p>    1. Materials and equipment</p> <p>B. Practice Responsibilities</p> <p>    1. Practice habits</p> <p>C. Self-Evaluation</p> <p>    1. Skills maintenance</p> <p>D. Performance</p> <p>    1. Festival music</p> <p>    2. Solo and Ensemble music</p>	<p>Practice card</p> <p>Performance</p> <p>Solo and Ensemble</p> <p>Contest Music</p> <p>Concert Festival Music</p>		
4	<p><b>III. HISTORY/CULTURE</b></p> <p>A. MacDowell</p> <p>    1. Identification and recognition</p> <p>B. American Folk Songs</p> <p>    1. Identification and recognition</p>	<p>Written report of project-based evaluation</p>		<p><u>Social Studies</u>: Culture</p>
1, 2, 3, 5	<p><b>Fifth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Vocabulary</p> <p>    1. Triplets</p> <p>    2. Double stops</p> <p>    3. Bariolage</p> <p>    4. Improvisation</p> <p>B. Rhythm</p> <p>    1. Eighth note triplets same pitch</p> <p>    2. Eighth note triplets changing pitches</p>	<p>Written evaluation</p> <p>Aural evaluation</p> <p>Performance; testing, sectional, individual (periodic check)</p>	<p>EE pp. 40-41</p>	<p><u>Language Arts</u>: Vocabulary, printed instructions, literary context for chosen pieces</p> <p><u>Social Studies</u>: Biographical sketches of composers, historical context for chosen pieces</p>

EE = Essential Elements for Strings      RESOURCE KEY

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<p><b>Fifth Six Weeks</b></p> <ul style="list-style-type: none"> <li>C. Ear Training               <ul style="list-style-type: none"> <li>1. Criteria for evaluation of music performances</li> </ul> </li> <li>D. Pitch               <ul style="list-style-type: none"> <li>1. Accurate intonation</li> </ul> </li> <li>E. Tone               <ul style="list-style-type: none"> <li>1. Mature sound</li> </ul> </li> <li>F. Technique               <ul style="list-style-type: none"> <li>1. Double stops</li> <li>2. Bariolage bowings</li> </ul> </li> <li>G. Instrument Maintenance               <ul style="list-style-type: none"> <li>1. Daily</li> </ul> </li> <li>H. Ensemble               <ul style="list-style-type: none"> <li>1. Leading with verbal and non-verbal clues</li> </ul> </li> <li>I. Harmony               <ul style="list-style-type: none"> <li>1. Proper balance</li> </ul> </li> <li>J. Music Reading               <ul style="list-style-type: none"> <li>1. Eighth note triplets</li> <li>2. Double stops</li> <li>3. Bariolage</li> </ul> </li> <li>K. Vocalization               <ul style="list-style-type: none"> <li>1. Sightsing</li> </ul> </li> <li>L. Improvisation/Composition               <ul style="list-style-type: none"> <li>1. Four measures using at least two eighth note triplets</li> </ul> </li> </ul>			

Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<p><b>Fifth Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities</p> <p>    1. Materials and equipment</p> <p>B. Practice Responsibilities</p> <p>    1. Practice habits</p> <p>C. Self-Evaluation</p> <p>    1. Skill maintenance</p> <p>D. Performance</p> <p>    1. Concert festival</p> <p>    2. End-of-the-year Concert music</p>	<p>Practice card</p> <p>Performance</p> <p>Solo and Ensemble</p> <p>Contest Music</p> <p>Concert Festival Music</p>		
4	<p><b>III. HISTORY/CULTURE</b></p> <p>A. Charles Gounod</p> <p>    1. Identification and recognition</p> <p>B. P. I. Tchaikovsky</p> <p>    1. Identification and recognition</p> <p>C. Nutcracker Ballet</p> <p>    1. Identification and recognition</p>	<p>Written report or project-based evaluation</p>		<p><u>Social Studies</u>: Culture</p>



Stockton Unified School District  
Curriculum Map

Music

Intermediate Orchestra Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>3</p> <p>4</p>	<p><b>Sixth Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation Responsibilities</p> <p>    1. Materials and equipment</p> <p>B. Practice Responsibilities</p> <p>    1. Practice habits</p> <p>C. Self-Evaluation</p> <p>    1. Skills maintenance</p> <p>D. Performance</p> <p>    1. End-of-the-year Concert music</p> <p>    2. Final exam</p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. American Folk Songs</p> <p>    1. Identification and recognition</p> <p>B. International Folk Songs</p> <p>    1. Identification and recognition</p>	<p>Practice card</p> <p>Performance</p> <p>End-of-Year performances</p> <p>Final exam written/performed</p> <p>Written report or project-based evaluation</p>		