

South Washington County Schools Orchestra Scope & Sequence Curriculum Guide

Grades 4-12

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
I. Playing Skills A. Playing Position (Body, instrument, and bow)	<ul style="list-style-type: none"> ➤ Demonstrate correct rest position, standing playing position, and seated playing position ➤ Exhibit correct left and right hand positions ➤ Identify and name the parts of the instrument and bow ➤ Demonstrate understanding of the proper care and maintenance of the instrument 	<ul style="list-style-type: none"> ➤ Demonstrate correct rest position, standing playing position, and seated playing position ➤ Exhibit correct left and right hand positions 	<ul style="list-style-type: none"> ➤ Sharing a music stand with a partner ➤ Facing the director ➤ Demonstrate correct rest position, standing playing position, and seated playing position 	<ul style="list-style-type: none"> ➤ Bilateral and contrary motion while playing ➤ Demonstrate correct rest position, standing playing position, and seated playing position 	<ul style="list-style-type: none"> ➤ Seating for small ensemble playing ➤ Demonstrate correct rest position, standing playing position, and seated playing position 	<ul style="list-style-type: none"> ➤ Correct alignment of right hand, left hand, and body ➤ Correct seated or standing position for instrument 			
	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.2.2, 3.1.1, 3.1.2, 3.1.3			

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	
I. Playing Skills B. Finger Patterns and Scales	<ul style="list-style-type: none"> ➤ D Major scale (one octave) ➤ Finger tips / boxed fingers on tapes left-hand shape and position ➤ Use of 4th finger 	<ul style="list-style-type: none"> ➤ <u>Vln</u>: D, G, C Maj. (one octave); low 2 & 4th finger ➤ <u>Vla</u>: D, G, C Maj. (one octave); low 2 & 4th finger ➤ <u>Vlc</u>: D, G, C Maj. (one octave); 2nd finger ➤ <u>Bass</u>: D, G, C Maj. (one octave); ½ & 3rd position 	<p>Essential Elements 2000 for Strings - Book 2 #2-66</p> <ul style="list-style-type: none"> ➤ <u>Vln</u>: G Major (2 octaves) C Maj. (1 octave) A Maj. (2 octaves) <i>high 3</i> ➤ <u>Vla</u>: G Major (1 octave) C Maj. (2 octaves) A Maj. (1 octave) <i>high 3</i> ➤ <u>Vlc</u>: G Maj. (1 octave) C Maj. (2 octaves) A Maj. (1 octave) <i>forward extension</i> ➤ <u>Bass</u>: G Maj. (1 octave) C Maj. (1 octave) A Maj. (1 octave) <i>½ position</i> 	<p>Essential Elements 2000 for Strings - Book 2 #67-155</p> <ul style="list-style-type: none"> ➤ <u>Vln</u>: F Maj. (1 octave) Bb Maj. (2 octaves) d min. (1 octave) g min. (2 octaves) <i>low 1; low 4th finger</i> ➤ <u>Vla</u>: F Maj. (1 octave) Bb Maj. (1 octave) d min. (1 octave) g min. (1 octave) <i>low 1; low 4th finger</i> ➤ <u>Vlc</u>: F Maj. (1 octave) Bb Maj. (1 octave) d min. (1 octave) g min. (1 octave) <i>backwards extensions</i> ➤ <u>Bass</u>: F Maj. (1 octave) Bb Maj. (1 octave) d min. (1 octave) g min (1 octave); <i>½ position</i> 	<p>Essential Techniques 2000 for Strings – Book 3 #2-103</p> <ul style="list-style-type: none"> ➤ <u>Vln</u>: C Maj. (2 octaves) G Maj. (2 octaves) D Maj. (2 octaves) A Maj. (2 octaves) F Maj. (1 octave) Bb Maj. (2 octaves) Eb Maj. (1 octave) <i>shift using dif. fingers; shift on same finger; harmonics</i> ➤ <u>Va</u>: C Maj. (2 octaves) G Maj. (2 octaves) D Maj. (2 octaves) A Maj. (1 octave) F Maj. (2 octaves) Bb Maj. (1 octave) Eb Maj. (2 octave) <i>shift using dif. fingers; shift on same finger; harmonics</i> ➤ <u>Vlc</u>: C Maj. (2 octaves) G Maj. (2 octaves) D Maj. (2 octaves) A Maj. (1 octave) F Maj. (2 octaves) Bb Maj. (1 octave) Eb Maj. (2 octave) 2nd, 3rd, 4th positions; shift using different fingers; harmonics ➤ <u>Bass</u>: C Maj. (1 oct. + ½) G Maj. (2 octaves) D Maj. (1 oct. + ½) A Maj. (1 octave) F Maj. (2 octaves) Bb Maj. (1 octave) Eb Maj. (basically 2 oct.) 2nd ½, 3rd, 3rd ½, 4th, 5th, 5th ½, shift using different fingers; harmonics ➤ As it comes: - trills - double stops 	<ul style="list-style-type: none"> ➤ Two octave scales: Major: C, G, D, A, F, Bb Minor: a, g, d, e, b; ➤ Use of mutes; shift techniques; metronome use ➤ As Needed: Minor scales 	<ul style="list-style-type: none"> ➤ Three octave scales: Major: C, G, D, A, E, F, Bb, Eb, Ab; Minor: a, e, b, f#, c#, ab, d, g, c, f 			
	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2, 3.1.3			Music Stds.: 1.1.1, 1.1.2, 1.2.2, 3.1.1, 3.1.2, 3	

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
I. Playing Skills C. Tone Production (Right hand technique)	<ul style="list-style-type: none"> ➤ Correct bow hair tension ➤ Straight bow ➤ Speed control ➤ Correct bow hold & bow placement ➤ Imitate exercises in middle of bow ➤ Bow lifts ➤ Right hand pizzicato ➤ Bowing on open strings and fingered notes 	<ul style="list-style-type: none"> ➤ Weight & contact point control ➤ Consistent bow speed ➤ Dynamics: forte & piano ➤ Slur 2+ notes ➤ String crossings on two adjacent strings using whole arm ➤ Imitate exercises in middle & upper half of bow ➤ Legato, detache ➤ Staccato & staccato hooked bowing of equal rhythm 	<ul style="list-style-type: none"> ➤ Strong, clean sound ➤ Good tone on all strings ➤ Use whole bow ➤ Accents ➤ Dynamics: mezzo forte, mezzo piano, piano, forte <p>As it comes: - double stops - vibrato</p>	<ul style="list-style-type: none"> ➤ Dynamics: ff, pp ➤ Crescendo, diminuendo, & decrescendo ➤ Basic vibrato motion ➤ Vibrato on one finger ➤ Multiple note slurs (4+) ➤ String crossings on two adjacent strings using wrist ➤ Hooked bows of unequal rhythm 	<ul style="list-style-type: none"> ➤ Use of vibrato ➤ Shifting ➤ Spiccato bowing and balance point <p>As it comes: - tremolo - harmonics</p>	<ul style="list-style-type: none"> ➤ Concepts of the balance of the weight, speed and contact point of the bow ➤ The relationship between right-hand tone production technique and pitch accuracy ➤ Techniques for varying the width and speed of vibrato ➤ Bow strokes appropriate to repertoire ➤ Two note slurred string crossings 	<ul style="list-style-type: none"> ➤ Bow strokes as appropriate for repertoire include bow strokes such as: - Loure - Spiccato - Col legno - Eight notes per bow - Three note slurred string crossings - Triple stops - Chords - Colle - Ricochet - Sautille - Detache - Sul ponticello - Sul tasto - Mixed slur patterns - Four note slurred string crossing - Quadruple stop chords ➤ Advanced techniques for changing tone cc ➤ Techniques for executing ff and ppp dynar ➤ Techniques for appropriate tone productic the upper positions 		
	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.3, 1.2.2, 3.1.1, 3.1.2, 3.1.3	Music Stds.: 1.1.1, 1.1.3, 1.1.4, 1.2.2, 3.1.1, 3.1.3		

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grad
I. Playing Skills D. Independent Practice Techniques	<u>Guidelines for Elementary Practice Independent Practice</u> ➤ Say notes out loud with a steady tempo ➤ Say notes out loud while fingering notes ➤ Pizzicato ➤ Shadow bow ➤ Play as written ➤ Practice alone and with a partner ➤ Peer observation skills ➤ Memorization	<u>Guidelines for Elementary Practice Independent Practice</u> ➤ Say notes out loud with a steady tempo ➤ Say notes out loud while fingering notes ➤ Pizzicato ➤ Shadow bow ➤ Play as written ➤ Recommend at least 15-20 minutes, at least 5 days per week of practice. ➤ Practice using a warm-up, identify challenging measures, and play through the piece	➤ Recommend at least 90 minutes of practice, per week, individually at home using a warm-up, identify challenging measures, and play through the piece ➤ Decide the best method to solve each problem ➤ Organize practice time	➤ Recommend at least 120 minutes of practice, per week, individually at home using a warm-up, identify challenging measures into right or left-hand skills, and play through the piece ➤ Decide the best method to solve each problem ➤ Organize practice time	➤ Recommend at least 150 minutes of practice, per week, individually at home using a warm-up, identify applicable practice techniques for challenging measures, and play through the piece ➤ Decide the best method to solve each problem ➤ Organize practice time	<u>Guidelines for HS Independent Practice:</u> ➤ Practice should be daily and consistent ➤ Tune instrument carefully before practicing ➤ Analyze problems to define components that can be solved or one ➤ Decide on the best method to solve each problem ➤ Organize practice time ➤ Practice both with and without instrument ➤ Once problem is corrected, repeat corrected section many times ➤ Practice at different tempos, slow as well as fast ➤ Practice difficult sections in context, playing both difficult and sections ➤ Practice performing skills as well as practice ones ➤ Pizzicato ➤ Shadow bow ➤ Play as written ➤ Memorize sections			
	Music Stds.: 3.1.1, 3.1.2, 4.1.1	Music Stds.: 3.1.1, 3.1.2, 4.1.1	Music Stds.: 3.1.1, 3.1.2, 3.1.3, 4.1.1	Music Stds.: 3.1.1, 3.1.2, 3.1.3, 4.1.1	Music Stds.: 3.1.1, 3.1.2, 3.1.3, 4.1.1	Music Stds.: 3.1.1, 3.1.2, 3.1.3, 4.1.1, 4.1.2			

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grad
II. Analysis Skills	<ul style="list-style-type: none"> ➤ 4/4 time ➤ Alto clef – for va players ➤ Arco ➤ Bar line ➤ Bass clef – for c/b players ➤ Bow lift (circle & set) ➤ Clef ➤ Double Bar ➤ Down bow ➤ Eighth note ➤ Half note ➤ Half rest ➤ Measure ➤ Moderato ➤ Musical alphabet ➤ Pizzicato ➤ Playing position ➤ Quarter note ➤ Quarter rest ➤ Repeat sign ➤ Rest position ➤ Sharp ➤ Staff ➤ Time Signature ➤ Treble clef – for vln players ➤ Up bow 	<ul style="list-style-type: none"> ➤ 2/4 time ➤ 3/4 time ➤ Arpeggio ➤ Chord ➤ D.C. al Fine ➤ Dotted half note ➤ Duet ➤ Fine ➤ First & second ending ➤ Forte ➤ Half step ➤ Harmony ➤ Define the Key Signatures of D, G, and C major ➤ Melody ➤ Natural ➤ Octave ➤ Piano (dynamic) ➤ Pick-up note (upbeat) ➤ Round ➤ Slur ➤ Staccato ➤ Tempo ➤ Tie ➤ Whole note ➤ Whole rest ➤ Whole step 	<ul style="list-style-type: none"> ➤ Accent ➤ Accidental ➤ Allegretto ➤ Allegro ➤ Andante ➤ Andantino ➤ Coda ➤ Crescendo ➤ Decrescendo ➤ Dotted quarter note ➤ Dynamics ➤ Eighth rest ➤ Fermata ➤ Hooked Bowing ➤ Interval ➤ Intonation ➤ Legato ➤ Lento ➤ Mezzo forte ➤ Mezzo piano ➤ Ritardando ➤ Tonic ➤ Unison 	<ul style="list-style-type: none"> ➤ 2/2 (cut) time (Alla breve) ➤ 6/8 time ➤ A tempo ➤ Cantabile ➤ Cantata ➤ Composition ➤ Concerto ➤ e (meaning “and”) ➤ Diminuendo ➤ Divisi ➤ Dotted eighth and sixteenth rhythm ➤ Double stop ➤ Flat ➤ Fortissimo ➤ Improvisation ➤ Harmonic minor ➤ Melodic minor ➤ Meter change ➤ Natural minor ➤ Round/Canon ➤ Sight-reading ➤ Simile ➤ Sixteenth note(s) – be sure to define both (singular and plural) ➤ Sixteenth rest(s) – be sure to define both (singular and plural) ➤ Soli/Solo/Tutti ➤ Syncopation ➤ Triplet 	<ul style="list-style-type: none"> ➤ Chromatic scale ➤ Con sordino ➤ D.S. al Coda ➤ D.S. al Fine ➤ Harmonic ➤ Loure (Portato) ➤ Presto ➤ Senza sordino ➤ Sforzando ➤ Spiccato <p>As it comes:</p> <ul style="list-style-type: none"> ➤ Tremolo ➤ Trill 	<ul style="list-style-type: none"> ➤ Adagio ➤ Agitato ➤ Allargando ➤ Allegro ➤ Attaca ➤ Candenza ➤ Cantabile ➤ Concerto grosso ➤ Concertino ➤ DolceFuoco ➤ Expressivo ➤ Grazioso ➤ Grave ➤ Guiso ➤ Largo ➤ Lento ➤ Ma non troppo ➤ Maestoso ➤ Marcato ➤ Martele ➤ Meno mosso ➤ Molto ➤ Morendo ➤ Ossia ➤ Pesante ➤ Piu ➤ Poco ➤ Ponticello ➤ Rallentando 	<ul style="list-style-type: none"> ➤ Ripieno ➤ Rubato ➤ Segue ➤ Sempre ➤ Senza ➤ Soli ➤ Sostenuto ➤ Stringendo ➤ Subito ➤ Tacet ➤ Tenuto 		
A. Music Reading & Vocabulary Skills									
			Circle of Fifths						
	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.1.1	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.1.1	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.1.1	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.1.1	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.1.1	Music Stds.: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2, 2.1.1			

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
II. Analysis Skills B. Ear Training	➤ Aurally identify correct intonation ➤ Identify a pitch as higher or lower than a given pitch Music Stds.: 1.1.1, 1.1.2, 1.2.2	➤ Rhythmic imitation: imitate simple rhythmic patterns & aurally identify open strings ➤ Melodic imitation: imitate and sing short melodic patterns Music Stds.: 1.1.1, 1.1.2, 1.2.2	➤ Aural identification of: - Whole & half steps - Major & minor melodies & harmonies ➤ Instrument tuning with fine tuners or machine head ➤ Begin sight reading techniques Music Stds.: 1.1.1, 1.1.2, 1.2.2	➤ Aural identification of: - Unison - Perfect 4 th , 5 th , & octaves ➤ Continue tuning with fine tuners or machine head Music Stds.: 1.1.1, 1.1.2, 1.2.2	➤ Instrument tuning with pegs (vln/va/c) Music Stds.: 1.1.1, 1.1.2, 1.2.2	➤ Relationship between individual pitch and section intonation & chord structure ➤ Aural identification of Major & minor 3 rd s Music Stds.: 1.1.1, 1.1.2, 1.2.2			

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
II. Analysis Skills C. Music Criticism	Music Stds.: 1.1.1, 1.1.3, 1.2.1, 1.2.2, 2.1.2, 4.1.1	Music Stds.: 1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 2.1.2, 4.1.1	➤ Describe the elements of music related to: - Unity of mood - Rhythm - Harmony & Melody - Texture - Instrumentation - Form Music Stds.: 1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 2.1.2, 4.1.1, 4.1.2						

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
III. Music History & Appreciation	<ul style="list-style-type: none"> ➤ Folk music <p>Music Stds.: 1.1.3, 1.3.1, 4.1.1</p>	<ul style="list-style-type: none"> ➤ Theme and variations <p>Music Stds.: 1.1.3, 1.3.1, 4.1.1</p>	<ul style="list-style-type: none"> ➤ Develop an appreciation of different styles of music <p>Music Stds.: 1.1.3, 1.3.1, 4.1.1</p>	<ul style="list-style-type: none"> ➤ Develop an appreciation of different styles of music <p>Music Stds.: 1.1.3, 1.3.1, 4.1.1</p>	<ul style="list-style-type: none"> ➤ Develop an appreciation of different styles of music <p>Music Stds.: 1.1.3, 1.3.1, 4.1.1</p>	<ul style="list-style-type: none"> ➤ Develop an awareness of the history of music ➤ Develop the ability to analyze and critique music composition: performances ➤ Experience the connection of music to history, culture, heritage and community ➤ Musical Eras, such as: <ul style="list-style-type: none"> - Medieval - Renaissance - Baroque - Classical - Romantic - 20th Century - Contemporary ➤ Basic knowledge of composers, such as: <ul style="list-style-type: none"> - Tchaikovsky - Dvorak - Brahms - Puccini - Wagner - Bach - Haydn - Mozart - Beethoven - Corelli - Vivaldi - Handel <p>Music Stds.: 1.1.3, 1.1.4, 1.3.1, 1.3.2, 4.1.1, 4.1.2</p>			

Grade Course	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
IV. Integration	<ul style="list-style-type: none"> ➤ Relationships between music and movement within folk music and dances <p>Music Stds.: 1.1.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2</p>	<ul style="list-style-type: none"> ➤ Relationship between music & math ➤ Country/language of origin of musical terms <p>Music Stds.: 1.1.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2</p>	<ul style="list-style-type: none"> ➤ Relationship between music and social studies <p>Music Stds.: 1.1.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3</p>	<ul style="list-style-type: none"> ➤ Relationship between music and social studies <p>Music Stds.: 1.1.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3</p>	<ul style="list-style-type: none"> ➤ Relationship between music and social studies <p>Music Stds.: 1.1.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3</p>	<ul style="list-style-type: none"> ➤ Relationship between music and social studies ➤ Revolution of music throughout the musical eras <p>Music Stds.: 1.1.3, 1.1.4, 1.2.3, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3</p>			