

Student Name: _____

Group: _____

7th Grade - Quarter 4 Technique Class (2016-2017)

Students need the following at every technique class:

- Instrument & Bow (with rosin on the bow hair)
- Binder
- Orchestra Expressions Book 2
- Tuner
- Pencil
- Assignment Notebook
- Shoulder rest for violins & violas
- Short fingernails

Always practice with good posture and positions 😊 While practicing, listen to the CD for a good example of how each song should sound. You have the option to fill in your performance score at each class.

	Assignments:	10 pts - Prepared with materials (see above) 10 pts - Performance
Session #1: Be prepared to play this assignment	-Two-octave scale from scale sheet; play one quarter note for each note of the scale – set metronome to 70-90 (Violin-D Major, Viola-G Major, Cello-F Major, Bass-C Major) -OE: Page 20, #64 The Hopeful Lover – set metronome to 68 or 82 Also, practice songs on pages 18, 19 & 20.	/20
Session #2: Be prepared to play this assignment	-Two-octave scale from scale sheet; play one quarter note for each note of the scale – set metronome to 70-90 (Violin-D Major, Viola-G Major, Cello-F Major, Bass-C Major) -OE: Page 20, #64 The Hopeful Lover – set metronome to 68 or 82 -OE: Page 21, #71 Laughing – set metronome to 68 Also, practice songs on pages 20, 21, 22 & 23.	/20
Session #3: Be prepared to play this assignment	-Two-octave scale from scale sheet; play one quarter note for each note of the scale – set metronome to 70-90 (Violin-D Major, Viola-G Major, Cello-F Major, Bass-C Major) -OE: Page 20, #64 The Hopeful Lover – set metronome to 68 or 82 -OE: Page 21, #71 Laughing – set metronome to 68 -OE: Page 26, #88 Caissons Go Rolling Along – set metronome to 104 Also, practice songs on pages 24, 25, 26 & 27.	/20
Session #4: Be prepared to play this assignment	<u>Benchmark Solo Performance Day!</u> -Two-octave scale from scale sheet; play one quarter note for each note of the scale – set metronome to 70-90 (Violin-D Major, Viola-G Major, Cello-F Major, Bass-C Major) -OE: Page 20, #64 The Hopeful Lover – set metronome to 68 or 82 -OE: Page 21, #71 Laughing – set metronome to 68 -OE: Page 26, #88 Caissons Go Rolling Along – set metronome to 104 -Sight-reading a 4-bar rhythm (dotted quarter/eighth note rhythms) on an open string (set metronome to quarter note = 80)	/20 <u>Benchmark Performance Score</u> /80

Weekly Practice Information:

Shorter practice sessions that are consistent each week are far better for students' progress than marathon sessions on the weekends. Our goal is to help students develop a good routine for practice habits. Most students will need help from an adult to develop a practice schedule. Thank you in advance for helping your child with this process.

Students earn 10 points each week for submitting their online practice reflection (www.gregoryorchestras.weebly.com) before Sunday at 11:59 p.m. Late assignments will not be accepted.

- **Parent/Guardian Confirmation** – Please confirm with your child each week that the practice reflection has been completed along with a parent/guardian's online signature.
- **6th Grade Practice Goal:** (10-15 minutes daily) 5-7 days = 5 pts; 4 days = 4 pts; 3 days = 3 pts; 2 days = 2 pts; 1 day = 1 pt.
- **7th Grade Practice Goal:** (20-30 minutes daily) 5-7 days = 5 pts; 4 days = 4 pts; 3 days = 3 pts; 2 days = 2 pts; 1 day = 1 pt.
- **8th Grade Practice Goal:** (25-30 minutes daily) 5-7 days = 5 pts; 4 days = 4 pts; 3 days = 3 pts; 2 days = 2 pts; 1 day = 1 pt.

Extra Credit:

To learn about great concerts to attend at MVHS, NVHS, and WVHS, check out www.meteamusic.org, www.neuquamus.org and www.wvhsmusic.org. Students may earn extra credit for attending concerts and turning in a concert program signed by a parent/guardian. Remember to put the student's name on it!

Extra credit will be added to the daily class category of each student's grade. Students will earn 2 points for turning in a signed concert program. However, students who turn in a one paragraph concert reflection with the signed program will earn 5 points!

70-90 (Violin-D Major, Viola-G Major, Cello-F Major, Bass-C Major)

-OE: Page 20, #64 The Hopeful Lover – set metronome to 68 or 82

-OE: Page 21, #71 Laughing – set metronome to 68

-OE: Page 26, #88 Caissons Go Rolling Along – set metronome to 104

District #204 - 7th Grade Orchestra Benchmark Assessment Rubric – 4th Quarter

Student Name _____ Period _____ Combo: Y / N

Solos: Two-octave scale - Violin–D, Viola–G, Cello–F, Bass–C (q = 70-90), #64 Hopeful Lover (q =68 or 82), #71 Laughing (q = 68), #88 Caissons Go Rolling Along (q = 104)

	10	9	8	7	6
Posture & Left Hand Technique	<ul style="list-style-type: none"> -Correct posture is consistently demonstrated -Proper left hand technique is consistently demonstrated -Left hand technique is maintained when shifting -Shifts with a smooth, gliding motion that includes the thumb moving with the hand 	<ul style="list-style-type: none"> - Correct posture is mostly demonstrated -Proper left hand technique is somewhat consistent -Minor errors in left hand technique when shifting -Shifting motion is slightly choppy 	<ul style="list-style-type: none"> -Correct posture is sometimes demonstrated -Proper left hand technique is used except for a consistent minor problem - Left hand technique collapses when shifting and is readjusted -Shifting motion is choppy 	<ul style="list-style-type: none"> -Correct posture is rarely demonstrated -A consistent left hand technique issue is demonstrated -Left hand technique collapses when shifting and is sometimes readjusted -Shifting motion is very rough 	<ul style="list-style-type: none"> -Correct posture is not demonstrated -Multiple left hand technique problems -Left hand technique collapses when shifting -Student is unable to demonstrate shifting technique
Comments:					
Right Hand & Arm Technique	<ul style="list-style-type: none"> -Proper bow hold is consistently demonstrated -Bow is consistently parallel to the bridge -Bow motion comes from the elbow and the wrist (except Bassists who use a straight arm swing from the shoulder) 	<ul style="list-style-type: none"> -Fingers on the bow hold are slightly tensed or pinky/thumb is somewhat collapsed/straight -Bow moves parallel to the bridge for most of its length -Bow motion comes primarily from the elbow and wrist with slight shoulder movement 	<ul style="list-style-type: none"> -Bow hold is somewhat tensed and pinky/thumb is collapsed/straight -Bow moves parallel to the bridge in the middle with slight angles in the upper half or lower half - Bow motion comes primarily from the elbow and wrist with some exaggerated movement from the shoulder 	<ul style="list-style-type: none"> -Bow hold is tensed and one or two fingers are collapsed/straight -Bow travels at a slight angle to the bridge -Bow motion comes partially from the shoulder 	<ul style="list-style-type: none"> -Fingers on bow hold are tense and/or collapsed/straight -Bow travels consistently at an angle to the bridge -Bow motion comes from the shoulder (Bassists are demonstrating bow motion from the elbow or wrist)
Comments:					
Tempo & Rhythm	<ul style="list-style-type: none"> -Steady pulse is demonstrated at all times -Rhythms are accurate. -Student is able to perform in sync with a metronome -Student confidently performed without restarts 	<ul style="list-style-type: none"> -Steady pulse is mostly demonstrated except for a slight tendency to drag/rush -Rhythms are accurate with one or two exceptions -Student mostly performs with the metronome -Student performs confidently with only a slight break 	<ul style="list-style-type: none"> -Pulse is somewhat inconsistent -Rhythms are accurate with three or four exceptions -Student is inconsistently with the metronome -Student performs confidently, but stops and starts a few times 	<ul style="list-style-type: none"> -Pulse is mostly inconsistent -A few rhythms are accurate, but many need improvement -Student starts with the metronome, but loses the pulse quickly -Student starts and stops frequently 	<ul style="list-style-type: none"> -Pulse is inconsistent -Rhythms are inaccurate -Student is not with the metronome -Student stops and has difficulty restarting
Comments:					
Tone Quality	<ul style="list-style-type: none"> -Beautiful and resonant sound throughout range -Focused, clear tone -Appropriate bow placement, weight and speed 	<ul style="list-style-type: none"> -Sound is resonant in most of the range -Tone is generally clear with minor inconsistencies -Bow placement, weight and speed are appropriate with minor exceptions 	<ul style="list-style-type: none"> - Sound is resonant, but slightly harsh or weak -Tone is slightly fuzzy/rough - Bow placement, weight and speed are inconsistent 	<ul style="list-style-type: none"> -Sound is weak or harsh and has little resonance -Tone is mostly fuzzy/rough -Student demonstrates limited understanding of bow placement, weight and speed 	<ul style="list-style-type: none"> -Sound is weak and harsh with no resonance -Tone is fuzzy/rough -Bow placement, weight and speed are inconsistent and do not create the desired tone
Comments:					

Intonation & Pitch Accuracy	10	9	8	7	6
	-Intonation is accurate and pitches are correct -Demonstrates correct finger patterns in various keys	-Intonation is accurate except for a minor error -Demonstrates correct finger patterns in various keys with a minor exception	-Intonation is accurate except for a few errors -Student demonstrates only slight changes in finger patterns when the key signature changes	-Intonation is consistently sharp or flat -Demonstrates critical errors in changing finger patterns to match each key signature	-Intonation is inaccurate and/or fingerings are incorrect -Finger patterns do not change with the key signature
Comments:					
Bowing Technique & Articulation	10	9	8	7	6
	-Demonstrates correct bowing directions -Appropriate bowing style and contact point -Good coordination between left and right hands	-Demonstrates correct bowings with a minor exception -Appropriate bowing style and contact point with one minor exception -Good coordination between right and left hands with one or two errors	-Demonstrates correct bowings with two or three exceptions -Bowing style or contact point is slightly inappropriate to create the desired articulation -A few timing problems between right and left hands	-Demonstrates correct bowings with four or five exceptions -Inappropriate bowing style <u>or</u> contact point -Multiple problems with coordination between right and left hands	-Bow is usually traveling the opposite direction -Inappropriate bowing style <u>and</u> contact point -Improved coordination needed between right and left hands
Comments:					
Musicality (Dynamics, Style, & Phrasing)	10	9	8	7	6
	-Excellent dynamic contrasts -Demonstrates correct style for each piece -Demonstrates the ability to shape the musical line	-Very good dynamic contrasts with one minor exception -Demonstrates correct style for each piece with one minor exception -Demonstrates the ability to shape the musical line in most pieces	-Good dynamic contrasts with only a few exceptions -Demonstrates correct style in all except for one piece -Sometimes demonstrates the ability to shape the musical line	-Slight dynamic contrasts -Demonstrates correct style in one or two different pieces -Slight shaping of the musical line	-No dynamic contrasts -No thought given to correct style for each piece -No shaping of the musical line
Comments:					
Rhythmic Sight-reading After 30 seconds of studying a new rhythm, student performs a 4-bar rhythm with a metronome at q=80 on an open string	+2	+2	+2	+2	+2
	-Measure one rhythms were performed accurately	-Measure two rhythms were performed accurately	-Measure three rhythms were performed accurately	-Measure four rhythms were performed accurately	-Student performed in time with the metronome throughout the performance
Optional Additional Comments:					

Benchmark Solos Performance Grade _____/80 points

Optional: Memorize your benchmark solos and earn one extra point per piece to your overall score!

Memorized? Scale, #64 #71, #88 + _____ EXCR = _____/80 points

Optional: I read my assessment and shared it with my parent/guardian in an effort to celebrate my success and set goals for what I can improve next quarter. Our signatures below are worth an additional 3pts extra credit.

Student Signature _____ Parent/Guardian Signature _____