

GRADE 6 LEVEL 1 ORCHESTRA FRAMEWORK

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YEARLY PERFORMANCES

- Thanksgiving Breakfast
- Winter Concert
- Mad Hatter Tea Party
- Spring Concert
- Living Composers Project

CONTENT

- Pieces selected accordingly to the group and individual level, and/or seasonal event.
- Technique and theory will be learned through Essential Elements 2000 Book 1

PRACTICE

- Review of material in Moodle is expected.
- Attendance to school rehearsals is expected.
- Individual practice at home is expected.
- Attendance to school rehearsals and performances is expected.

RESOURCES

- Essential Elements 2000 Book I. Moodle Page.
- Moodle Page.
- Smart Music.

PERFORMANCE OPPORTUNITIES

- Open Mic
- Talent Show

REQUIRED MATERIALS

- School provides cellos and double bass for in-class use.
- Violin and Viola students must purchase/rent an instrument and bring it to each one of the classes.
- Cellos and Double bass students might do their practicing at school, after school hours, prior teacher's consent.
- All students must bring the music and books provided by the school to every class.
- There is a set of violin-viola-cello instruments reserved for students who were not in our 5th grade class; they can borrow those without cost for one year.

PERFORMANCE INDICATORS

CREATE

Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. DOK 3

Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. DOK 4

Preserve draft compositions and improvisations through standard notation and audio recording. DOK 2

Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. DOK 2

Share personally-developed melodic and rhythmic ideas or motives-individually or as an ensemble. That demonstrate understanding of characteristics of music or texts studied in rehearsal. DOK 3 E

PERFORM

Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. DOK 2

Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. DOK 1 E

Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. DOK 2

Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. DOK 2

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. DOK 2

Demonstrate an awareness of the context of the music through prepared and improvised performances. DOK 2

RESPOND

Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose of context. DOK 1 E

Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. DOK 2

Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. DOK 1

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 2

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 3 E