

GRADE 6 ORCHESTRA LEVEL 3 FRAMEWORK

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YEARLY PERFORMANCES

- Halloween Parade
- Thanksgiving Breakfast
- Winter Concert
- Mad Hatter Tea Party
- Spring Concert
- Cross Curricular Collaborative Project
- 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 2.

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 2. Moodle Page.
- Moodle Page.
- Smart Music.

PERFORMANCE OPORTUNITIES

- 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.

PERFORMANCE INDICATORS

CREATE

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. DOK 3

Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. DOK 4

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

Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. DOK 3

Share personally-developed melodies, rhythmic passages, and arrangements- individually or as an ensemble- that address identified purposes. DOK 3 E

PERFORM

Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. DOK 2 E

Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. DOK 2

Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. DOK 2

Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. DOK 2

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. DOK 3
Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. DOK 3

RESPOND

Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. DOK 2 E
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. DOK 2
Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the test, and personal research. DOK 2
Evaluate works and performances based on personally- or collaboratively- developed criteria, including analysis of the structure and context. DOK 2

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