

Standards in italics correspond with elementary 6th grade core music standards

Bold Standards correspond with Orchestra Level 1 Standards

PERFORM - Use the body, voice, and instruments as a means of musical expression

Students will analyze, interpret, and select artistic work for performance. They will develop and demonstrate techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

- 1) Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instrument. **Standard L1.MI.P.4**
 - a) Demonstrate skills necessary to produce a beautiful tone.
 - b) Demonstrate knowledge, use, and care of instruments.
 - i) Identify and explain the names and functions of various parts of the instrument.
 - ii) Demonstrate proper set up of the instrument and care following playing.
 - iii) List responsibilities of instrument owner in care and maintenance, and damage repair.
- 2) Demonstrate technical performance skills. **Standard L1.MI.P.5**
 - a) Demonstrate fluency in the following technical performance skills:
 - a. Basic major scales C, G, and D major *Standard 6.M.P.5*
 - b. Dynamics
 - c. Rhythmic accuracy *Standard 6.M.P.7*
 - d. Note accuracy
 - e. Ensemble listening
 - f. Intonation
 - g. Targeted practice techniques
 - h. Balance/blend
 - i. Rudimentary ear training
- 3) Develop and demonstrate notational literacy and sight-reading skills. **Standard L1.MI.P.6**
 - a) Demonstrate notational literacy, including sight-reading.
- 4) Develop and demonstrate productive rehearsal habits.
 - a) Identify and rehearse skills and concepts that need greater unification for performance. **Standard L1.MI.CR.6**
 - b) Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. **Standard L1.MI.P.7**
- 5) Perform a varied repertoire and exhibit proper performance etiquette.
 - a) With guidance, discuss various elements of a musical work and make appropriate interpretive musical decisions as a soloist/ensemble. **Standard L1.MI.P.2;**
Standard L1.MI.P.3 *Standard 6.M.P.1-3*
 - b) Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions. **Standard L1.MI.P.8**

CREATE - Improvise and compose music.

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works

- 1) Improvise rhythmic and melodic ideas and phrases.
 - a) Listen to a variety of musical styles and ideas. **Standard L1.MI.CR.1**

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- b) Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.
Standard L1.MI.CR.2 Standard 6.M.CR.1
- 2) Record musical thought in standard notation.
 - a) With teacher guidance, develop and demonstrate, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity while developing aural skills.
Standard L1.MI.CR.4; Standard L1.MI.CR.3 Standard 6.M.CR.2-3
 - b) With teacher guidance evaluate and refine musical ideas, applying teacher-provided criteria, using selected elements of music. **Standard L1.MI.CR.5 Standard 6.M.CR.4**

RESPOND - Expand music listening skills and use music skills and use music vocabulary to analyze and evaluate music. Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

- 1) Analyze and evaluate musical examples.
 - a) Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. **Standard L1.MI.R.3 Standard 6.M.R.1**
 - b) Consider, with guidance, how the use of musical elements helps predict the composer's possible intent. **Standard L1.MI.R.2 Standard 6.M.R.5**
- 2) Evaluate ensemble performances.
 - a) Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. **Standard L1.MI.R.1 Standard 6.M.R.3-4,6&7**
 - b) Identify and describe, with guidance, the technical and musical skills evident in a quality performance. **Standard L1.MI.R.4 Standard 6.M.R.8-9**
- 3) Document personal growth as a musician.
 - a) Use self-assessment to judge and improve the quality of musical performance. **Standard L1.MI.R.5**

CONNECT - Discover Meaning-Find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history. Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- 1) Examine how music relates to personal growth and enjoyment of life. **Standard L1.MI.CO.1**
 - a) Self-assess and document personal growth as a musician. **Standard L1.MI.CO.2 Standard 6.M.CO.1**
- 2) Experience how music connects us to history, culture, heritage, community, and to other academic subjects. **Standard L1.MI.CO.3 Standard 6.M.CO.R.2-3**
 - a) Examine, with guidance, how musical works are influenced by the composer's heritage and experiences. **Standard L1.MI.CO.4 Standard 6.M.CO.3**