

6th GRADE ORCHESTRA

6th grade Orchestra is offered to all students who have completed Fairfield Orchestra Skill Level II. Instruction emphasizes instrumental techniques, ensemble rehearsal and performance techniques, and music reading. All orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the orchestra director or FPS music teacher specializing in orchestra. Recommended lesson size is no more than 6 students.

Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. 6th grade orchestra is a full year class that meets three times per week. Students electing Orchestra/Chorus will rehearse once per week in Chorus, and twice per week with an Orchestra class.

Course Overview

All students in the Fairfield Orchestra Program progress through an Ensemble Sequence and instrument specific Skill Levels.

Fairfield's Orchestra Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
4 th Grade Orchestra	I	Novice
5 th Grade Orchestra	II	Novice
6th Grade Orchestra	III	Intermediate
7 th Grade Orchestra	IV	Intermediate
8 th Grade Orchestra	V	Proficient
Concert Orchestra	VI	Accomplished
Symphonic Orchestra	VII	Advanced
Chamber Orchestra	*Extension Course	Advanced+

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

	<p>cues, ensemble balance and blend, and performance etiquette.</p> <p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p> <p>Small Group Lesson Goals</p> <p>I. Students will complete Orchestra Skill Level III by the end of their 6th grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.</p> <p>III. Learn proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	<ul style="list-style-type: none">• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
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Summary Ensemble Skill Objectives

Used in all Summary Objectives for all students regardless of instrument

Skill Level III

- Students will enumerate and perform whole note, half note, quarter note, eighth note, and sixteenth note patterns in simple meter, including corresponding rests in simple meter. Students will enumerate and perform dotted half note, dotted quarter notes and rests in simple meter.
- Students will play and read 4/4, 2/4, 3/4 time signatures.
- Students will assimilate the following terms and symbols into their vocabulary and performances: piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, treble clef, bass clef, alto clef, berlin, measure, repeat sign, double bar line, key signature, bow lift, up bow, down bow, tie, slur, staccato, plucking, bowing, hooked bow, double stops, left and right hand pizzicato, detache, staccato, contact point
- Students will identify and/or perform the following terms and symbols: common time, sharp, flat, natural, fermata, unison, divisi, fortissimo, diminuendo, accent, ritardando, tempo, a tempo, allegro, andante, moderato, coda, D.C. al fine, D.C. al coda, 1st and 2nd endings, D.S., tone, legato, arco, marteles, intonation

Summary Small Group Lesson Skill Objectives

Students will:

- Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level III.
- Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson.

Assessments

Ensemble Assessments

- Ensemble Performances (Winter and Spring Concerts)
- Written Concert Evaluation (Winter and Spring)
- Written End of the Year assessment

Small Group Lesson Assessments

- End of Year Playing assessment
- Skill Level III individual checklist

CREATING

Conceiving and developing new artistic ideas and work.

Enduring Understanding

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Process Components: Plan and Make, Evaluate and Refine

Repertoire

Student composed rhythms.

Tasks

Small Group Lesson

- Students will compose (plan and make) a four measure rhythms in 3/4 time using half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.
- Students will evaluate their compositions for proper use of note values, and will refine their compositions as needed.

Assessment

Small Group Lesson

- Peer assessment
- Composition Rubric
- Self-assessment

PERFORMING

Realizing artistic ideas and work through interpretation and presentation.

Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

Ensemble

Students will perform grade level appropriate orchestra compositions that include Fairfield's Skill Level III objectives. Fiddle and Baroque music are the focus genres and 3-4 time signature is the focus meter. At least one piece in each of the focus areas will be performed during the year.

Small Group Lesson

Students will utilize grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level III objectives.

Tasks

Ensemble

Students will:

- Perform D, G, C Major scales as a group
- Rehearse as a full ensemble and perform orchestra literature demonstrating appropriate tempi, dynamics, balance and blend while following a conductor's non-verbal directions.
- Analyze, interpret, rehearse, evaluate, refine and present pitches, rhythms, dynamics, and articulations
- Evaluate & Refine ensemble intonation.
- Present orchestra literature at grade level concerts that includes, but is not limited to Baroque and Fiddle music, and a piece in 3-4 time with characteristic tone on their instrument and attention to intonation.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, major scales, and following the conductor's gestures
- Summative Winter and Spring concert performances

Small Group Lesson

- Formative and summative district-wide playing assessments.
- Skill Level III Checklists

	Small Group Lesson	
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- Students will individually perform designated lesson material in accordance with Fairfield Skill Level III with characteristic tone on their instrument and attention to intonation.

RESPONDING

Understanding and evaluating how the arts convey meaning

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, Interpret, Evaluate

Repertoire

Ensemble

Students will perform grade level appropriate orchestra compositions that include Fairfield's Skill Level III objectives. Fiddle and Baroque music are the focus genres and 3-4 time signature is the focus meter.

Small Group Lesson

Students will utilize grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level III objectives.

Tasks

Ensemble

Students will:

- Analyze and discuss targeted instrumental techniques, ensemble skills, and elements of music during rehearsals
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary
- Demonstrate knowledge of all components of a time signature, understanding how the top and bottom numbers impact enumeration
- Demonstrates understanding of the dot as it relates to note values and enumeration
- Make informed, critical evaluations of the quality and effectiveness of performances
- Apply evaluation criteria to their personal participation in rehearsals and curricular concerts

Assessment

Ensemble

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals
- Written evaluation of performances
- Written End of Year Assessment

Small Group Lesson

- Individual improvement on targeted instrumental techniques
- Group discussion of problem solving strategies during at home practice

	<p>Small Group Lesson</p> <p>Students will:</p> <ul style="list-style-type: none">• Make informed, critical evaluations of the quality and effectiveness of their performances• Through analysis and evaluation, apply problem solving strategies during home practice.	
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CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Compare and Contrast, Analyze, Interpret

Repertoire

In orchestra music appropriate to Fairfield Skill Level III, students will perform various styles of repertoire with in-depth study of the focus genres: Fiddle and Baroque music.

Tasks

Students will:

- Study and analyze key characteristics of focus genres.
- Compare and contrast characteristics of the varying musical genres in current orchestra repertoire.

Assessment

- Worksheet answering focus questions for each repertoire genre.

Baroque

1. What is the most common texture in Baroque music? (melody supported with bass continuo)
2. What is the most common articulation style and bowing technique for Baroque music? (light, detached)

Fiddle

1. What are common techniques used in fiddle music? (double stops, slides)
2. In fiddle music, which instruments are usually assigned these parts: strong beats on 1 & 3, accompaniment on beats 2 & 4, melody?

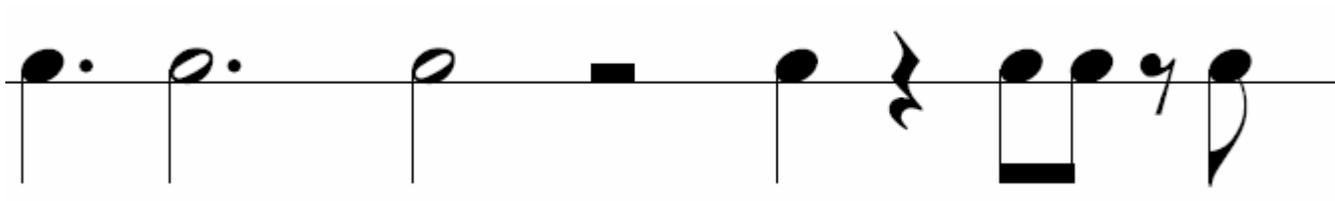
Fairfield Public Schools
Assessment Pack
Grade 6 Orchestra

Grade 6 Rhythm Composition

Name: _____

Date: _____

- Compose a four measure rhythm in $\frac{3}{4}$ time, using note and rest values in the Note Bank below.
- Use a variety of notes! Only one dotted half note per composition is allowed.



$\frac{3}{4}$

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Composition Rubric

Grade 6

Name: _____

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 4 measures.	10		
The composition uses a variety of note values (only one dotted half note is used.)	20		
The composition contains 3 beats per measure.	20		

Name _____ Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

Name _____ Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

Name _____ Date _____

6th Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

Concert Evaluation

Name: _____ Date: _____

What did you think was the orchestra's strongest piece and why?

In which piece(s) did you hear room for improvement? What specific improvements could be made?

Which expressive string techniques were particularly effective in the concert? (*Articulation, bowing, etc.*) In which piece(s) can you hear them?

Which expressive string techniques could have been used more effectively?

How do you think the behavior and presentation of the group was overall? How do you think that affects the performance?

Overall, how do you think the orchestra performed? Why?

What is/are your personal goal(s) for improvement as a contributor to the orchestra? How do you plan to achieve it/them?

6th Grade Strings
Performance Assessment – Spring
 Music Department
 Fairfield Public Schools

Student Name: _____

Date: _____

Instrument _____

Rubric

4	Exemplary	Performance consistently correct
3	Acceptable	Performance usually correct
2	Deficient	Performance occasionally correct
1	Unacceptable	Performance consistently incorrect

Sound Innovations Book 2	Piece 1	Piece 2
Novice Piece 1: p. 12, #46 Piece 2: p. 14, #58		
Proficient Piece 1: p. 15, #61 Piece 2: p. 15, #62		
Advanced Piece 1: p. 18, #78 Piece 2: p. 19, #83		
Note Accuracy		
Intonation		
Consistency of Pulse		
Rhythmic Accuracy		
Tone Quality		
Musical Expression		
Totals:		

Overall Rating

Piece 1 (max. possible = 24):	
Piece 2 (max. possible = 24):	
Overall Score (max. possible = 48):	

Comments:

ORCHESTRA
SKILL LEVEL III
Grade 6

A. Tone Quality

1. Demonstrates ability to draw straight bow with even bow speed
2. Demonstrates proper contact point between bridge and fingerboard
3. Produces full resonant sound on all four strings
4. Demonstrates forte and piano

B. Bowing

1. Demonstrates martele
2. Demonstrates double stops using one open string (upper strings)

C. Rhythms and Time Signatures

Read and play music which includes the following:

1. Note values and corresponding rests:



2. Rhythmic patterns:



3. Time Signatures:

2/4, 3/4, 4/4

D. Scales

	Violin	Viola	Cello	Bass
C Major	1 octave	2 octaves	2 octaves	1 octave
G Major	2 octaves	1 octave	1 octave	1 octave
D Major	1 octave	1 octave	1 octave	1 octave
D Chromatic	1 octave	1 octave	1 octave	1 octave

E. Finger Patterns

	Violin	Viola	Cello	Bass
Finger Patterns	0 1 23 4	0 1 23 4	0 1 34 0 12 4 backward and forward extension	0 1 4 0 12

F. Positions

1. Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string. (Rote)
2. Demonstrate basic shifting motion from 1st position to the natural harmonic an octave above the open string. (Rote)
3. Introduce and begin work in the following positions:
 - a) violin/viola III
 - b) cello IV
 - c) bass $\frac{1}{2}$, II, III

G. Solo Performance

Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

BASS

SKILL LEVEL 3 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 3:

Student successfully:

- Demonstrates ability to draw straight bow with even bow speed
- Demonstrates proper contact point between bridge and fingerboard
- Produces full resonant sound on all four strings
- Demonstrates forte and piano
- Demonstrates martele
- Demonstrates double stops using one open string (upper strings)

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- C Major, 1 octave
- G Major, 1 octave
- D Major, 1 octave
- D Chromatic, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of III position
- Demonstrate accurate use of II position
- Demonstrate accurate use of 1/2 position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 3: Yes No

Teacher Signature: _____

Date: _____

CELLO

SKILL LEVEL 3 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 3:

Student successfully:

- Demonstrates ability to draw straight bow with even bow speed
- Demonstrates proper contact point between bridge and fingerboard
- Produces full resonant sound on all four strings
- Demonstrates forte and piano
- Demonstrates martele
- Demonstrates double stops using one open string (upper strings)

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- C Major, 2 octaves
- G Major, 1 octave
- D Major, 1 octave
- D Chromatic, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of IV position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 3: Yes No

Teacher Signature: _____

Date: _____

VIOLA

SKILL LEVEL 3 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 3:

Student successfully:

- Demonstrates ability to draw straight bow with even bow speed
- Demonstrates proper contact point between bridge and fingerboard
- Produces full resonant sound on all four strings
- Demonstrates forte and piano
- Demonstrates martele
- Demonstrates double stops using one open string (upper strings)

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- C Major, 2 octaves
- G Major, 1 octave
- D Major, 1 octave
- D Chromatic, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of III position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 3: Yes No

Teacher Signature: _____

Date: _____

VIOLIN

SKILL LEVEL 3 ASSESSMENT FORM

A STUDENT HAS COMPLETED A GIVEN LEVEL WHEN HE/SHE HAS SUCCESSFULLY ACHIEVED THE FOLLOWING:

Level 3:

Student successfully:

- Demonstrates ability to draw straight bow with even bow speed
- Demonstrates proper contact point between bridge and fingerboard
- Produces full resonant sound on all four strings
- Demonstrates forte and piano
- Demonstrates martele
- Demonstrates double stops using one open string (upper strings)

Reads and plays music which includes the following:

- Note values and corresponding rests:



- Rhythmic patterns:



- Time Signatures: 2/4, 3/4, 4/4

Scales and Positions:

Students can successfully play the following scales with appropriate finger patterns:

- C Major, 1 octave
- G Major, 2 octaves
- D Major, 1 octave
- D Chromatic, 1 octave

Student can successfully:

- Play natural harmonics on all strings, finding the mid-point of the string length, sounding an octave above the open string (rote)
- Demonstrate basic shifting motion from I position to the natural harmonic an octave above the open string.
- Demonstrate accurate use of III position

Solo Performance:

- Perform an appropriate solo with proper position, characteristic tone quality, accurate pitch, rhythm, dynamics, articulation and intonation.

COMMENTS:

Student Name: _____ has passed Level 3: Yes No

Teacher Signature: _____

Date: _____

6th Grade Orchestra

End of Year Assessment

Name: _____

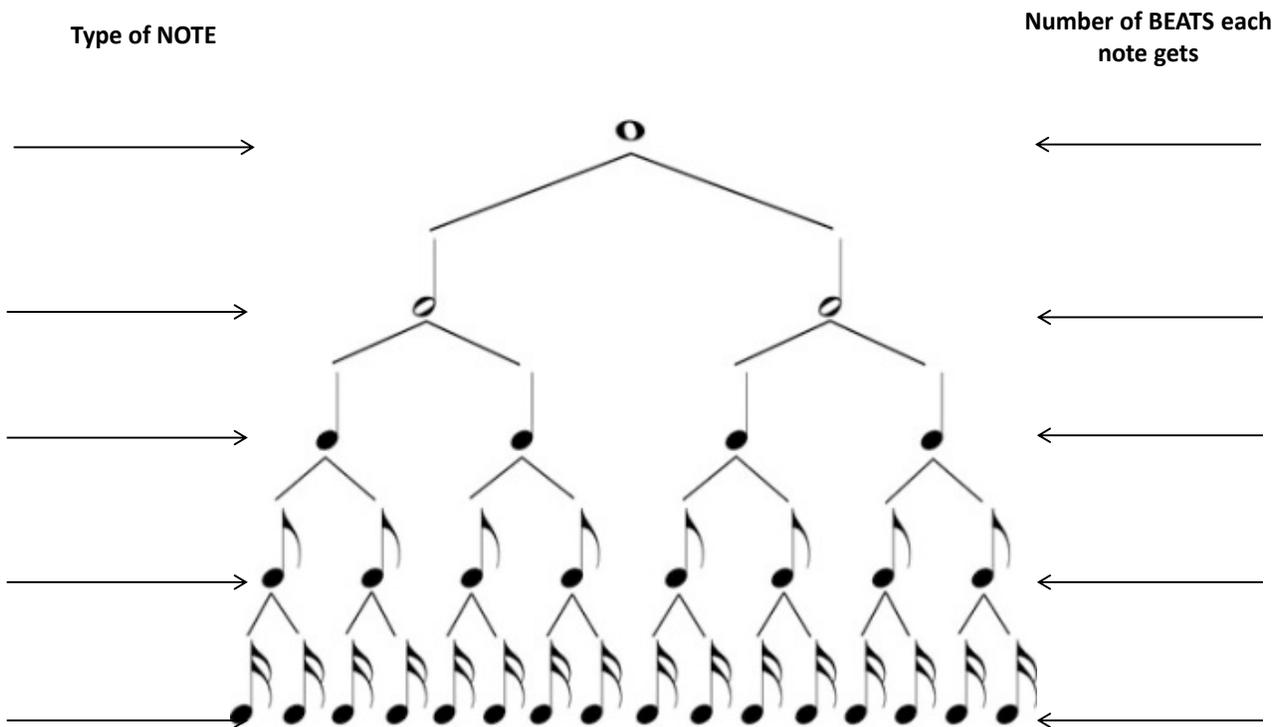
Vocabulary Matching

- | | |
|------------------------------|--|
| _____ legato | A. two notes played in the same bow direction, with a stop between |
| _____ unison | B. an indication to pluck the string |
| _____ 1 st ending | C. also known as 4/4 |
| _____ tempo | D. back to the original tempo |
| _____ pizzicato | E. the ending played first before repeating a section |
| _____ staccato | F. a moderate or medium tempo |
| _____ D.S. | G. a weighted, stopped bow stroke |
| _____ tone | H. the speed at which a passage of music is or should be played |
| _____ intonation | I. the ability to play or sing notes in tune (not too high, not too low) |
| _____ hooked bow | J. playing the same notes and rhythms simultaneously |
| _____ ritardando | K. moderately slow tempo |
| _____ allegro | L. the sound quality of a musical note |
| _____ 2 nd ending | M. a section of players divided into two or more parts |
| _____ D.C. al coda | N. notes played short |
| _____ moderato | O. gradually slowing down |
| _____ divisi | P. decrease in loudness |
| _____ common time | Q. an indication to play with the bow |
| _____ D.C. al fine | R. each note played with a separate bow stroke |
| _____ martele | S. notes played smooth and connected |
| _____ arco | T. repeat from the beginning of the music, and continue until you reach the final barline, or a double-barline marked with the word fine |
| _____ a tempo | U. repeat from the beginning of the music, play until you encounter a coda, then skip to the next coda sign to continue. |
| _____ detache | V. very very loud |
| _____ andante | W. the ending played after repeating a section |
| _____ Fortissimo | X. Go back to the sign |
| _____ diminuendo | Y. fast, lively tempo |

Time Signatures, Note Values and Enumeration

- 1) What does a dot next to any note or rest add?
- 2) What does the top number of the time signature tell?
- 3) What does the bottom number of the time signature tell?

In the pyramid below, identify each kind of note and tell how many beats each would get if there is a **4** on the **bottom** of the time signature.



Enumerate the example below. Write the counts below the notes.

Common time (C) musical notation with four staves. The notes are: Staff 1: C4, D4, E4, F4, G4, A4, B4, C5. Staff 2: C4, D4, E4, F4, G4, A4, B4, C5. Staff 3: C4, D4, E4, F4, G4, A4, B4, C5. Staff 4: C4, D4, E4, F4, G4, A4, B4, C5. A *rit.* marking is above the 5th note of the 4th staff.

2/4 time musical notation with four staves. The notes are: Staff 1: C4, D4, E4, F4, G4, A4, B4, C5. Staff 2: C4, D4, E4, F4, G4, A4, B4, C5. Staff 3: C4, D4, E4, F4, G4, A4, B4, C5. Staff 4: C4, D4, E4, F4, G4, A4, B4, C5.

3/4 time musical notation with four staves. The notes are: Staff 1: C4, D4, E4, F4, G4, A4, B4, C5. Staff 2: C4, D4, E4, F4, G4, A4, B4, C5. Staff 3: C4, D4, E4, F4, G4, A4, B4, C5. Staff 4: C4, D4, E4, F4, G4, A4, B4, C5.

Term Identification

Match each of the numbered musical symbols with the correct musical terms below.

The image shows two staves of musical notation. The first staff is in 4/4 time with a key signature of two sharps (F# and C#). It contains various symbols: a fermata (1), an accent (>) (2), a sharp (#) (3), a natural (♮) (4), an up bow (v) (5), a down bow (^) (6), and a slur (7). The second staff continues the melody with a slur (8), an up bow (v) (9), a slur (10), and a fermata (1).

_____ slur

_____ time signature

_____ natural

_____ sharp

_____ down bow

_____ flat

_____ tie

_____ fermata

_____ diminuendo

_____ accent

_____ up bow

Key Signatures

Identify the following key signatures in the space provided beside each example:

Major

A musical staff with a treble clef on top and a bass clef on the bottom. There are no sharps or flats in the key signature.

Major

A musical staff with a treble clef on top and a bass clef on the bottom. The key signature has one sharp (F#).

Major

A musical staff with a treble clef on top and a bass clef on the bottom. The key signature has two sharps (F# and C#).