

Mayer Middle School 6th Grade Orchestra

Grade 6

Hillery Needham, Director

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Course Description

The Mayer Middle School 6th Grade Orchestra Class will introduce students to large ensemble performance and basic performance techniques on string instruments. There are 3 required concert performances throughout the year. Participation in 5th grade orchestra is a prerequisite. Students interested in orchestra must speak with the director if they were not in 5th grade orchestra to get audition information.

Music Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music. These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, *The Fairview Advantage*.

Program Goals

- Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
- Read, write, improvise and describe music using standard musical notation and vocabulary.
- Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
- Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.

- Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
- Expand the use of technology and the media arts through music research, composition and performance.

Learning Targets	Performance Tasks
Recognize and identify theme and variations, AB, ABA, canon, theme and variations.	<ul style="list-style-type: none"> a. Discuss simple music forms. b. Identify form through viewing, listening, or playing a piece of music.
Identify functions of music in cultures.	<ul style="list-style-type: none"> a. Using patriotic selections, discuss use in culture. b. Explain other cultural functions that use music (funeral, party, religion, sporting events).
<p>Analyze a musical work using the appropriate musical vocabulary:</p> <ul style="list-style-type: none"> a. Dynamics b. Meter c. Tempo d. Tonality 	<ul style="list-style-type: none"> a. Expand dynamics; <i>pp</i>, <i>ff</i>. b. Introduce: <i>sfz</i>, <i>fp</i>. a. 6/8, 3/8. b. cut time. a. Define terms found in method book. b. Identify tempo changes in music. a. Identify Major and Minor tonality. b. Describe Major and Minor tonality in music that is played in class.
<p>Identify whole and half steps.</p> <p>Identify patterns of steps in a major scale.</p>	<ul style="list-style-type: none"> a. Explain the difference between whole and half steps using a picture of a piano keyboard. b. Identify whole and half steps in print music. a. Have students identify the steps in major scales. b. Create a “phone number” using the order of steps. c. Create major scales using “phone number”. d. (C) Label whole and half steps in Major scales.
Perform with good posture and breath control.	<ul style="list-style-type: none"> a. Review proper posture and breath control when playing their instrument. b. Demonstrate how proper posture improves breath control. a. Perform simple songs from a method

<p>Perform with accurate dynamics.</p> <p>Perform with appropriate tempo.</p> <p>Perform with appropriate articulation/bowings.</p>	<p>book or concert music using accurate dynamics.</p> <p>b. Demonstrate ability to play or sing in various dynamic levels.</p> <p>a. Perform concert songs with appropriate tempos.</p> <p>b. Observe tempo changes in the music (i.e.: rit., rall., accel., fermata, cesura).</p> <p>a. (B) Perform articulation with clear attack and slurs.</p> <p>b. Introduce staccato and marcato attacks.</p> <p>c. (O) Perform with correct bowing styles: detache, staccato, two-to-four note slurs, hooked bowings, double stops, string crossings, accents.</p>
<p>Perform increasingly complex rhythms and melodic phrases.</p>	<p>a. Perform a variety of music with diverse tempos.</p> <p>b. Perform a variety of music with different meters.</p> <p>c. Perform a variety of music with varying dynamics.</p> <p>d. Perform a variety of music with longer phrasing.</p>
<p>Improvise an accompaniment based on tonic and dominant tones given while another student, group, or teacher plays a melody.</p> <p>Understand the techniques of changing the rhythmic structure of a simple given melody.</p> <p>Understand how to mix and improvise given notes and rhythms in a steady tempo with or without accompaniment using a combination of:</p> <p>a. Quarter note and rest</p> <p>b. Eighth note and rest</p>	<p>a. Listen and determine when chords change in a basic accompaniment.</p> <p>b. Determine the tonic and dominant tones for an accompaniment to a simple melody and make proper changes using a rhythm pattern used in the accompanied melody.</p> <p>a. Improvise rhythmic variations on a previously learned exercise in the method book.</p> <p>b. Write alternate rhythmic structures for a piece of music.</p> <p>a. Improvise a melody using a given set of notes and rhythms.</p> <p>b. Write out rhythms using quarter, eighth, half and whole notes and rests.</p>

<p>c. Half note and rest d. Whole note and rest</p> <p>Compose</p> <p>Arrange</p>	<p>a. Create simple rhythms for theory lessons. b. Write short melodic patterns using “do, mi, sol, la” or 1,3,5,6 scale degrees with dynamics and phrasing.</p> <p>a. Change a previously written melody. b. Identify ways a piece of music can be altered.</p>
<p>Follow conducting cues of the director.</p> <p>Students conduct using correct patterns and techniques.</p>	<p>a. Start piece together with the ensemble following the conductor. b. Cut off sustained notes with the ensemble and conductor’s gesture. c. Follow tempo conductor gives with the given prep.</p> <p>a. Students conduct in 2 and 4 with large ensemble or small groups using basic conducting patterns. b. Identify meter based on conducting patterns.</p>
<p>Read rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>Write rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>Compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p>	<p>a. Sizzle rhythms. b. Count rhythms using number system and/or “ta”/”ti-ti”.</p> <p>a. Write counting exercises. b. Theory worksheets.</p> <p>a. Create rhythmic pieces in theory lessons. b. Create rhythmic ostinati for warmups.</p>
<p>Know and demonstrate proper behavior for concert and classroom performance situations.</p>	<p>a. Proper performance etiquette. i. Quiet on stage. ii. Look at conductor and follow cues. b. Respect others and audience members during a classroom or concert performance by being quiet and applauding at the appropriate</p>

	times.
Know vocabulary for giving and receiving feedback for improving performance of self and others.	a. Offer both positive comments and constructive suggestions for improvement of a personal or group performance.
Understand basic elements of a successful performance by self or others i.e. position/posture, tone quality, note and rhythmic accuracy, intonation, and dynamics, articulation).	a. Evaluate a performance by self or others aurally or in written form.
Discuss the importance of music in everyday life.	a. Describe how music is used every day. b. Discuss role music plays in society.

Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Quizzes and Tests

- Performance rubrics
- Written products
- Visual Displays
- Public performance
- Digital portfolio

Course Resources

Sound Innovations for String Orchestra Book 2. Phillips, Boonshaft, & Sheldon. Alfred, 2011.

Sound Innovations: Sound Development for Intermediate String Orchestra. Phillips & Moss. Alfred, 2012.

Sound Innovations: Creative Warm-Ups for Intermediate String Orchestra. Phillips, Moss, Turner, & Benham. Alfred, 2017.

Music used throughout the year will include pedagogical repertoire from various composers and publishers.

Grading & Performance Attendance Policy

40% - Daily Rehearsal Skills (5 points per class)

40% - Concert Attendance, Dress, Etiquette

20% - Assessments, Assignments

All required performances are mandatory and will only be excused for emergencies such illness, a serious family emergency, or extenuating circumstances approved by Mrs. Needham. Approval for non-emergency absences requires a parent/guardian contacting Mrs. Needham 2 weeks prior to the performance. Approval will be determined on a case-by-case basis. Make-up assignments for excused performance absences are due before the end of the quarter in which the performance occurred.

FPCS Orchestra Program Scope and Sequence

FPCS Orchestra Program Handbook