ORCHESTRA
Grade 6

Unit of Credit: One Year

Prerequisite: None

Course Overview:
The 6th grade Orchestra class is designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth. Assessments will including playing tests, practice slips, concert participation, and festival participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets *(Type)*:

1) I can sing note-names for songs from *Essential Elements Book 1*. *(K,S,P)*
2) I can sing lyrics for *this Old man* from *Essential Elements Book 1 (#102)*. *(K,S,P)*
3) I can sing major scales with solfege syllables (Do-Re-Mi-Fa-So-La-Ti-Do) up and down (movable Do system). *(K,S,P)*

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets *(Type)*:

1) I can play with correct posture while reading music. *(K,S)*
2) I can form an excellent bow hold and maintain it while I play. *(K,S)*
3) I can hold my instrument in the correct playing position without the use of my hands. *(K,S)*
4) I can demonstrate an appropriate warm-up on my own, with finger-patterns and scales. *(K,R,S,P)*
5) I can loop a small section of a piece. *(K,S,R)*
6) I can practice slowly for accuracy and gradually speed up. *(K,S,R)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can perform the two-octave G-major scale with accurate intonation. *(K,S,P)*
2) I can perform the two-octave C-major scale with accurate intonation. *(K,S,P)*
3) I can perform the one-octave A-major scale with accurate intonation. *(K,S,P)*
4) I can perform in staccato and legato styles within the same piece. *(K,S,R)*
5) I can play at many different volumes within the same piece. *(K,S,R)*
6) I can perform crescendo and diminuendo smoothly. *(K,S,R)*

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

1) I can perform quarter-notes in Baroque style. *(K,S)*
2) I can play with an intense tone. *(K,S)*
3) I can play with a broad tone. *(K,S)*
4) I can pizzicato with left-hand finger(s) quickly and cleanly. *(K,S,P)*
5) I can play chromatic passages accurately. *(K,S,P)*
6) I can adjust the intonation of my note to sound smooth with a reference pitch. *(K,S,R)*

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets *(Type)*:

1) I can make-up a melody using the D-major scale. *(K,S,P,R)*
2) I can apply my own rhythm to *Twinkle, Twinkle Little Star*. *(K,S,P,R)*
3) I can perform a fiddle-chop with D and A together. *(K,S,P)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets *(Type)*:

1) I can compose (with musical notation) and play an 8-measure tune with the notes of finger pattern #1. *(K,S,P,R)*
2) I can choose sections to arrange a 4-part round performance of *Kookaburra*. *(K, P)*
3) I can identify the note which is a third higher than a given note. *(K,R,P)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Learning Targets *(Type)*:

1) I can play a string cycle with eighth-notes in 4/4 time, accenting every group of four. *(K,S,P)*
2) I can perform *Goodbye to Winter* from musical notation with my group (*without* a piano). *(K,S,P)*
3) I can play *Pop! Goes the Weasel* reading notation in a 6/8 meter. *(K,S,P)*

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Learning Targets *(Type)*:

1) I can fill out a graphic chart for notes in first position. *(K,R,P)*
2) I can accurately complete worksheet demonstrating my ability to identify n toes (name and finger). *(K,R,P)*
3) I can clap rhythms from notation while counting the beat pattern. *(K,S,P,R)*
4) I can complete a vocabulary test with 100% accuracy regarding dynamic markings. *(K, P)*
5) I can complete a vocabulary test with 100% accuracy regarding tempos and modifiers. *(K, P)*
6) I can complete a vocabulary test with 100% accuracy regarding basic articulations for strings. *(K, P)*

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can conduct a 4/4 pattern. *(K,S,P)*
2) I can follow the conductor in a ritardando. *(K,S,P)*
3) I can release the last note of a piece precisely with the conductor. *(K,S,P)*

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets *(Type)*:

1) I can identify which section of my orchestra is playing the melody in a piece we are rehearsing. *(K,S)*

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets *(Type)*:

1) I can play *March In D* by Bach in a Baroque style. *(K,S,P)*
2) I can perform *Dance* by Beethoven with my orchestra in a Classical style. *(K,S,P)*
3) I can perform *Cripple Creek* in a spirited fiddle-tune style. *(K,S,P)*

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets *(Type)*:

1) I can identify the form of a performed piece within a multiple-choice format. *(K,S,R)*

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets *(Type)*:

1) I can identify whether or not the group was unified rhythmically in a performance. *(K,S)*
2) I can offer constructive criticism of a section's performance. *(K,S)*
3) I can offer constructive criticism of a soloist's performance. *(K, P)*
4) I can stay quiet while another section is rehearsing. *(K)*
5) I can support my fellow musicians appropriately. *(K,P)*
6) I can practice my instrument on my own. *(K,S,P,R)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets *(Type)*:

1) I can demonstrate an understanding of background and foreground as it relates to both visual art and music. *(K,R)*
2) I can describe the drama in a piece of programmatic music. *(K,R)*

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Learning Targets *(Type)*:

1) I can relate musical values to mathematic ratios. *(K,R,P)*
2) I can relate the meaning of the side-dot to its mathematical formula. *(K,RP)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can identify a recorded performance as Renaissance music. *(K,R)*
2) I can identify a recorded performance as Baroque music. *(K,R)*

3) I can identify a recorded performance as American Fiddle music. *(K,R)*
4) I can explain the main elements required for Church music. *(K)*
5) I can explain the requirements for a piece of Dance music. *(K)*

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

1) I can state three specific occupations of musicians in society. *(K)*
2) I can identify at least five important composers through history. *(K)*
3) I can describe three uses of music in societies past and present. *(K)*