6th Grade Orchestra

Course Overview:
Sixth Grade Orchestra designed to students learn the fundamentals of playing a string instrument, thus providing a solid foundation for future musical growth. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Accent, Arco, Bow, Bow Placement, Bow Speed, Bow Weight, Bridge, Chin Rest, Dotted Rhythm, Down Bow, End Pin, First and Second Ending, Forte, Harmony, Legato, Melody, Mezzo, Phrase, Piano, Pitch, Pizzicato, Rhythm, Shoulder Rest, Slur, Staccato, String, Tail Piece, Tie, Up bow.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play by ear.
    - I can communicate a musical idea using call and response on my instrument.
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can perform variations on a simple melody.
    - I can improvise a 4 beat rhythm.
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
    - I can improvise a tune using an idea I created.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- I can play and notate a D major scale, a G major scale, and a C major scale.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students record an improvisation.
    - I can record an improvisation with creation and assessment technology.
- Students notate an original composition.
    - I can label the note names for my melody.
    - I can notate and record a D major scale.
    - I can describe the dynamics used in the melody.
    - I can speak the rhythm of my composition using the designated counting system.
- 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.
    - I can create an original melody, using the first five notes.
    - I can use dynamics to create different moods within a piece of music
    - I can successfully complete assignments with a similar design and sequence as the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- Students can describe the musical elements needed to refine their creation.
    - I can listen to my recording and discuss what I like about my original composition.
    - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will demonstrate proper fundamentals on their instrument.
    - I can tell when our ensemble plays with good time and good intonation using proper inflection according to written directions on sheet music.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- I can pick an appropriate piece for solo day.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- I can identify A, B and A,B,A form
- I understand the concept of musical phrasing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- I can use dynamics to enhance my performance.
- I can tell the difference between major and minor modes.
- I can use varied tempi to create tension and release in my music.
- I can use different articulators, like staccato and legato.
- I can use the bow effectively to alter expressive elements.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble

performances of a varied repertoire of music.

- I can demonstrate good posture in rest and playing position while sitting or standing.
- I can demonstrate the following right hand skills:
  - Bow hold, correct right arm or elbow level, bowing on two open strings, simple string crossing (between adjacent strings), relaxed pizzicato motion, basic détaché stroke, staccato stroke, absence of arm motion, bowing with a steady even tone, linked bowing, and simple slurs.
- I can demonstrate correct intonation skills such as:
  - Manipulate pitch, match pitch, play simple double stops using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.
- I can use various appropriate parts of my body to demonstrate beat.
- I can identify a metronome and clearly demonstrate how to use it as a practice tool.
- I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times.
- I can count out loud using a syllabic counting system.
- I can accurately draw my music clef.
- I can name the lines and spaces of a music staff including ledger lines above and below.
- I can recognize and clearly define basic music terms.
- I can demonstrate the ability to play fast and slow.
- I can demonstrate the ability to play loud and soft.
- I can notate basic notes and rests in simple rhythmic patterns.
- I can identify the difference between high and low notes.
- I can read and identify the difference between steps and skips.
- I can correctly play the C, G and D major scales.
- I can correctly demonstrate hook bow patterns.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- I can play with proper technique and inflection.
- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

- I can respond to ensemble sound and adjust my playing to meet performance needs.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- I can correctly perform my part.
- I can make my music sound sad or happy.
- I can play in tune.
- I can play with steady beat.
- I can play with correct bowings.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works,

referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time and in tune.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part, make personal choices, and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied contexts and daily life to deepen understanding.
- **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?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.
- I can indicate vocabulary in common with other subjects, i.e. contrast, background, foreground, color movement.