



Music | Grade 6 Orchestra



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Review Fundamental Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - 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.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> • Insert 5th Grade Right- Hand Technique • Insert 5th Grade Ear Training • Insert 5th Grade Left-Hand Technique <p>NOTATION</p> <ul style="list-style-type: none"> • Insert 5th Grade Note Reading • Insert 5th Grade Rhythm Reading <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Insert 5th Grade Expression • Insert 5th Grade Blend • Insert 5th Grade Balance • Insert 5th Grade Team Membership
<p>UNIT 2: Introduce New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise using the D string notes

<p>UNIT 2: Introduce New Skills(Cont.)</p>	<p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) 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.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Establish a balanced, standard bow-hand shape with curved thumb and fingers • Draw full bows parallel to the bridge • Demonstrate detache, legato, slurs, hooked bows and accents <p>Ear Training</p> <ul style="list-style-type: none"> • Build same/different aural discernment to establish basic finger placement • Accurately use higher/lower descriptors <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish body posture • Establish left hand placement in relation to instrument • Establish relaxed left hand • Develop basic finger independence <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate accuracy in reading and decoding notes on the staff • Identify the basic job of the sharp, flat, and natural symbols <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate steady pulse in performance • Demonstrate basic subdivision • Understand basic time signatures <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate core sound • Demonstrate changes in loud and soft <p>Blend</p> <ul style="list-style-type: none"> • Demonstrate a core sound, both in ensemble and in section performance
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<p>UNIT 3: Refine New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 19-27</p>	<p>STANDARD 1 – CREATE (Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) 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.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise using the D string notes <p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Establish a balanced, standard bow-hand shape with curved thumb and fingers • Draw full bows parallel to the bridge • Demonstrate detache, legato, slurs, hooked bows and accents <p>Ear Training</p> <ul style="list-style-type: none"> • Build same/different aural discernment to establish basic finger placement • Accurately use higher/lower descriptors <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish body posture • Establish left hand placement in relation to instrument • Establish relaxed left hand • Develop basic finger independence <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate accuracy in reading and decoding notes on the staff • Identify the basic job of the sharp, flat, and natural symbols

	<p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate steady pulse in performance • Demonstrate basic subdivision • Understand basic time signatures <p>MUSICIANSHIP</p> <p>Expression</p> <ul style="list-style-type: none"> • Demonstrate core sound • Demonstrate changes in loud and soft <p>Blend</p> <ul style="list-style-type: none"> • Demonstrate a core sound, both in ensemble and in section performance <p>Balance</p> <ul style="list-style-type: none"> • Accurate presence of parts in performance <p>Team Membership</p> <ul style="list-style-type: none"> • Demonstrate polite rehearsal etiquette • Demonstrate the consistent ability to bring materials to class • Be able to coach a peer with kindness • Demonstrate good concert etiquette in following the instructions of the teacher
<p>UNIT 4: Integrate New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 28-36</p> <p>UNIT 4: Integrate New Skills (Cont.)</p>	<p>STANDARD 1 - CREATE</p> <p>(Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher provided criteria.</p> <p>(Cr.4.N) Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Compose 2 measure answer phrases to a 2 measure melody using notes that are not prescribed

STANDARD 2 - PERFORM

(Pr.1.N) 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.

(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances

(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances

STANDARD 3 - RESPONDING

(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

PERFORMING SKILLS**Right Hand Technique.**

- Establish a balanced, standard bow-hand shape with curved thumb and fingers
- Draw full bows parallel to the bridge
- Demonstrate detache, legato, slurs, hooked bows and accents

Ear Training

- Build same/different aural discernment to establish basic finger placement
- Accurately use higher/lower descriptors

Left-hand Technique

- Establish body posture
- Establish left hand placement in relation to instrument
- Establish relaxed left hand
- Develop basic finger independence

NOTATION**Note Reading**

- Demonstrate accuracy in reading and decoding notes on the staff
- Identify the basic job of the sharp, flat, and natural symbols

Rhythm Reading

- Demonstrate steady pulse in performance
- Demonstrate basic subdivision
- Understand basic time signatures

MUSICIANSHIP**Expression**

- Demonstrate core sound
- Demonstrate changes in loud and soft

Blend

- Demonstrate a core sound, both in ensemble and in section performance

		<p>Balance</p> <ul style="list-style-type: none">• Accurate presence of parts in performance <p>Team Membership</p> <ul style="list-style-type: none">• Demonstrate polite rehearsal etiquette• Demonstrate the consistent ability to bring materials to class• Be able to coach a peer with kindness• Demonstrate good concert etiquette in following the instructions of the teacher
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