

Orchestra  
6<sup>th</sup> Grade

<b>Strand</b>	Product Performance Artistic Perceptions				
<b>Concept</b>	Instrumental Performance Skills Expression and Technical Skills Group Playing Critique Musical Performances and Compositions				
<table border="1"> <thead> <tr> <th><u><b>Standards</b></u></th><th><u><b>Learning Targets</b></u></th></tr> </thead> <tbody> <tr> <td>A. Basic tone quality</td><td> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Play with proper left hand shape and arm position</li> <li>Vary bow placement between fingerboard and bridge to control dynamic level</li> <li>Demonstrates forte and piano dynamic levels</li> <li>Experiment with bow weight and speed to demonstrate a clear resonant tone on all four strings playing level one repertoire</li> <li>Play with bow perpendicular to strings</li> <li>Play beginner expressive markings</li> <li>Evaluate 6<sup>th</sup> grade musical performances</li> </ul> </li> </ol> </td></tr> </tbody> </table>		<u><b>Standards</b></u>	<u><b>Learning Targets</b></u>	A. Basic tone quality	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Play with proper left hand shape and arm position</li> <li>Vary bow placement between fingerboard and bridge to control dynamic level</li> <li>Demonstrates forte and piano dynamic levels</li> <li>Experiment with bow weight and speed to demonstrate a clear resonant tone on all four strings playing level one repertoire</li> <li>Play with bow perpendicular to strings</li> <li>Play beginner expressive markings</li> <li>Evaluate 6<sup>th</sup> grade musical performances</li> </ul> </li> </ol>
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<b>Alignments:</b> CCSS: 6-8.RST.4 Performance: 2.5; 3.2; 3.4 Knowledge: (CA) 6 (FA) 1 (SC) 2 MUCLE: PP.2.A; PP.2.B; PP.2.E; AP.2.B NETS: N/A DOK: 3					

**Instructional Strategies**

- Guided practice on proper tone production
- Teacher modeling of improving sound
- Pair/share bowing
- Professional Musician Modeling (St. Louis Symphony Trip)
- Find the Bow game – emphasis forte and piano

**Assessments/Evaluations**

- Teacher:
  - observation
  - feedback
- Content Target – assessed using a scoring guide
- Concerts
- Individual student evaluation
- Peer evaluation

**Sample Assessment Questions**

- What conclusions can you draw if you are producing a scratchy sound?
- Compare your tone quality to your teacher's tone quality

**Instructional Resources/Tools**

- *Essential Elements 2000*, Book 2
- Music repertoire/ supplemental materials
- Magazines:
  - ASTA
  - NAFME
- Internet sources
- Professional recordings/performances

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 6-8

**Cross Curricular Connections**

- Science:
  - Weight
  - Speed
  - Sound

<b>Strand</b>	Product Performance Elements of Music	
<b>Concept</b>	Instrumental Performance Skills Improvisation Rhythmic Notation Symbols of Expression Sight Reading	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
B. Basic rhythm and bowing		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Perform three and four note slurs</li> <li>Demonstrate hooked and staccato bowing at proper point of bow in grade 1 repertoire</li> <li>Perform open string double stops in grade one repertoire</li> <li>Applies appropriate bowing skills in level one music literature</li> <li>Demonstrate and count rhythms using dotted quarter notes and eight note patterns and corresponding rests</li> <li>Demonstrates understanding of rhythm patterns in level one literature</li> <li>Play music literature that includes 6/8 meter and cut time</li> <li>Improvise short rhythmic pattern</li> <li>Play with a steady pulse in appropriate metronome marking</li> <li>Sight read rhythmic and melodic notation at level one music literature</li> </ul> </li> </ol>

**Alignments:**

CCSS: 6-8.RST.4

Performance: 1.6; 2.5; 3.4

Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2

MUCLE: PP.2.A; PP.3.A; EM.1.A,C,E

NETS: 6b,d

DOK: 3

**Instructional Strategies**

- Rhythm games:
  - clapping
  - dry erase board
- SmartMusic
- Shadow bowing
- Teacher modeling:
  - slurs
  - staccato bowing
- Counting systems (1e & a)
- Professional musician modeling (St. Louis Symphony – observation of bow distribution & use)
- Video/audio recording of class
- Pair/share
- Sight reading
- Guided practice of:
  - bowing styles
  - rhythm combinations

**Assessments/Evaluations**

- Teacher:
  - observation
  - feedback
- Content target – assessed using a scoring guide
- Concerts
- Individual student evaluation
- Peer evaluation

**Sample Assessment Questions**

- Explain the definition of 6/8 time signature
- How do various rhythms affect bow length?

**Instructional Resources/Tools**

- Metronome
- Essential Elements 2000, Book 1 and 2
- Music repertoire/supplemental materials
- Magazines
  - ASTA
  - NAFME
- Internet sources
- SmartMusic

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 6-8

**Cross Curricular Connections**

- Math:
  - Patterns
  - Addition
  - Fractions

<b>Strand</b>	Product Performance
<b>Concept</b>	Instrumental Performance Skills
<b><u>Standards</u></b>	<b><u>Learning Targets</u></b>
C. Finger patterns and scales	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Play one octave major scale in the following keys: G, D, C, and A</li> <li>Demonstrate the following finger patterns:  Violin/viola – 0 1 2 3 4  01 2 3 4  cello – 0 1 2 4 (forward extension)  01 2 4 (backward extension)  bass – 0 1 4  0 1 2  second and third positions  ½ position</li> <li>Perform natural harmonics on each string</li> </ul> </li> </ol>
<b>Alignments:</b> CCSS: 6-8.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5 MUCLE: PP.2.A NETS: N/A DOK: 2	

### **Instructional Strategies**

- SmartMusic
- Teacher modeling scale patterns with forward and backward extensions
- Pair/share
- Guided practice and problem solving scale building
- Left hand finger pattern hand signals
- Dry erase boards
- Visual and audio examples
- Sight reading

### **Assessments/Evaluations**

- Teacher:
  - observation
  - feedback
- Content Target – assessed using a scoring guide
- Student evaluation – visual and auditory
- Music markings with:
  - half steps
  - whole steps
- Peer critique

### **Sample Assessment Questions**

- Identify the half step patterns in a piece of music literature
- How are scales the foundation of music?



**Instructional Resources/Tools**

- *Essential Elements 2000*, Books 1 and 2
- Electronic tuner
- SmartMusic
- Music repertoire/ supplemental materials
- Internet sources
- Magazines
  - ASTA
  - NAFME

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 6-8

**Cross Curricular Connections**

- Math: Formulating patterns

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6<sup>th</sup> Grade

<b>Strand</b>	Product Performance Elements of Music	
<b>Concept</b>	Rhythmic Notation Melodic Notation Sight Reading Instrumental Performance Skills Expression and Technical Skills Repertoire	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
D. Music literacy and vocabulary		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Learn and apply new music vocabulary</li> <li>Apply key signatures and accidentals (up to 2 sharps and 1 flat)</li> <li>Sight read music using 5<sup>th</sup> grade skill level</li> <li>Apply and perform time signatures in 2/4, 3/4, 4/4 and 6/8 to level one music repertoire</li> <li>Demonstrate music literacy skills (decoding and comprehension of symbols in a given musical context)</li> <li>Demonstrate instrument care</li> </ul> </li> </ol>
<b>Alignments</b> CCSS: 6-8.RST.4 Performance: 1.5, 2.5, 3.4 Knowledge: (CA) 6 (FA) 3 (MA) 5 MUCLE: PP.2.A-C; EM.1.A,B,E NETS: N/A DOK: 4		

### **Instructional Strategies**

- SmartMusic program
- Teacher modeling the processes of sight reading
- Music markings with:
  - sharps
  - flats
- Dry erase boards – students use for notating:
  - key signatures
  - accidentals
  - time signatures
- Exit tickets with meanings of new vocabulary terms
- Singing pitches
- Sight read music at 5<sup>th</sup> grade level
- Guided instruction deciphering time signatures
- Teacher feedback

### **Assessments/Evaluations**

- Teacher observation of students' performance
- Self-evaluation
- Concerts
- Content Target – assessed using a scoring guide
- Group/individual playing tests
- Peer observation

### **Sample Assessment Questions**

- Analyze the processes you go through to sight read a piece of music?
- How does the accidental affect the given key signature?

**Instructional Resources/Tools**

- Metronome
- Essential Elements 2000, Book 1 and 2
- Music repertoire/supplemental materials
- Flashcards
- Magazines
  - ASTA
  - NAFME
- Internet sources
- SmartMusic
- CD accompaniment music

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific and technical context relevant to grades 6-8

**Cross Curricular Connections**

- Math: Fractions: Time signature
- ELA: Additional sight words

<b>Strand</b>	Product Performance Historic and Cultural Contexts	
<b>Concept</b>	Repertoire Music's Role and Function in Various Cultures	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
E. Music theory and history		1. <ul style="list-style-type: none"> <li>• Identify, describe and compare distinguishing characteristics of composers from selected music</li> <li>• Notate notes, rhythm and dynamics on staff for appropriate clef</li> <li>• Compose a simple melody</li> </ul>
<b>Alignments:</b> CCSS: N/A Performance: 1.6, 1.9, 2.5 Knowledge: (FA) 5 (SC) 6 MUCLE: PP.2.C; HCC.1.C NETS: N/A DOK: 3		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Professional musician modeling (St. Louis Symphony trip – variety of music genre performed)</li> <li>• Music markings</li> <li>• Dry erase boards</li> <li>• Exit tickets</li> <li>• Listening to professional recordings</li> <li>• PowerPoints</li> </ul>		

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"><li>• Teacher observation</li><li>• Self-evaluation</li><li>• Content Target – assessed using scoring guide</li></ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"><li>• What articulation is appropriate to the given composer's genre?</li><li>• Compare and contrast two different pieces you have played?</li></ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"><li>• <i>Essential Elements 2000</i>, Books 1 and 2</li><li>• Music repertoire</li><li>• Magazines<ul style="list-style-type: none"><li>• ASTA</li><li>• NAFME</li></ul></li><li>• Internet sources</li><li>• CD</li><li>• Video recordings</li></ul>
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