Grade 6

Orchestra

Strand 1: Artistic Foundations
Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:
1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.
Grade 6

Orchestra

Strand 1: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:
The student will:
1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8 Read and Notate

Staff:
1st/2nd endings
1: 1
Ledger lines
Key Signatures
Time Signatures

Pitches:
Note names
Accidentals

Bowing:
Hooked bowing

Rhythm:
Note values
Anacrusis

Circle of 5ths
Order of sharps (and flats)

9 Pedagogy
(Tone Production, Articulation, And Intonation)

Posture
Instrument Care

Right Side:
Open-string double-stops

Left Side:
Natural harmonics
Tunneling fingers
Wln/Vla – High 2, low 2, 4th finger, high 3, low 1, low 4
Cello – Difference between 3rd and 2nd finger use
x1, x2, x4
Shift to 4th position
Bass – ½, II, ⅔, III positions

Sing/say note names and finger numbers

Echo melodic patterns by ear
Tune instruments by pitch-matching and open fifths

Peer teaching

10 Technology Resources

“Essential Elements 2000” Book 2
Play-along tracks

Northfield Public Schools
Prepared August 25, 2009
Benchmarks:
The student will:
1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

Composer/arrangers background information
American Music:
Jazz, fiddling, movies, Broadway

Music from other cultures/traditions:
Irish fiddling
American Indian
European tradition
Spirituals

Folk Songs

Historical:
Historical/period music will be connected to social and political events corresponding to music

Science:
The science of sound production and resulting timbre and pitch
Relate to natural harmonics

Math:
The meter, rhythmic construction and form
6/8 eighth note subdivisions
**Grade 6**

**Orchestra**

**Strand II**: Create/Make

**Standard 1**: Create/make in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**
The student will:

1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

13 **Improvise**

- Improvise fiddle tunes

14 **Compose**

- 8-measure composition project

15 **Revise**

- Peer Feedback
  - Compose a melody, play it for a friend, then revise

16 **Artistic Intent**

- Reflect on composition process and make connections with performed pieces
Strand III: Perform/Present
Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:
1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

17 Repertoire (List)
“Essential Elements 2000” Book 2
Variety of repertoire, typically grade 1-2
Sample list below:
Little Symphony- Carol Nunez
Gypsy Rover
Dance of the Tumblers- Rimsky-Korsakov, arr. Dackow

18 Rehearsal and Performance Feedback
Performances:
- School-specific concerts
- All-District Concert
- Combined High School/Middle School concert
- Elementary School Tour
Written reflection after performance

19 Artistic Intent
Understand repertoire choices based on student ability, performance occasion and audience
**Benchmarks:**
The student will:
1. Analyze and interpret a variety of musical works and performances using established criteria.

**20 Listening (Lists) (Analyze/Interpret)**

Pieces currently performing (esp. arranged works)

**21 Aesthetics (Critiques)**

Performance Review of live or recorded performance
- Intonation
- Expression
- Tone
- Ensemble
- Stage Presence
- Artistic analysis