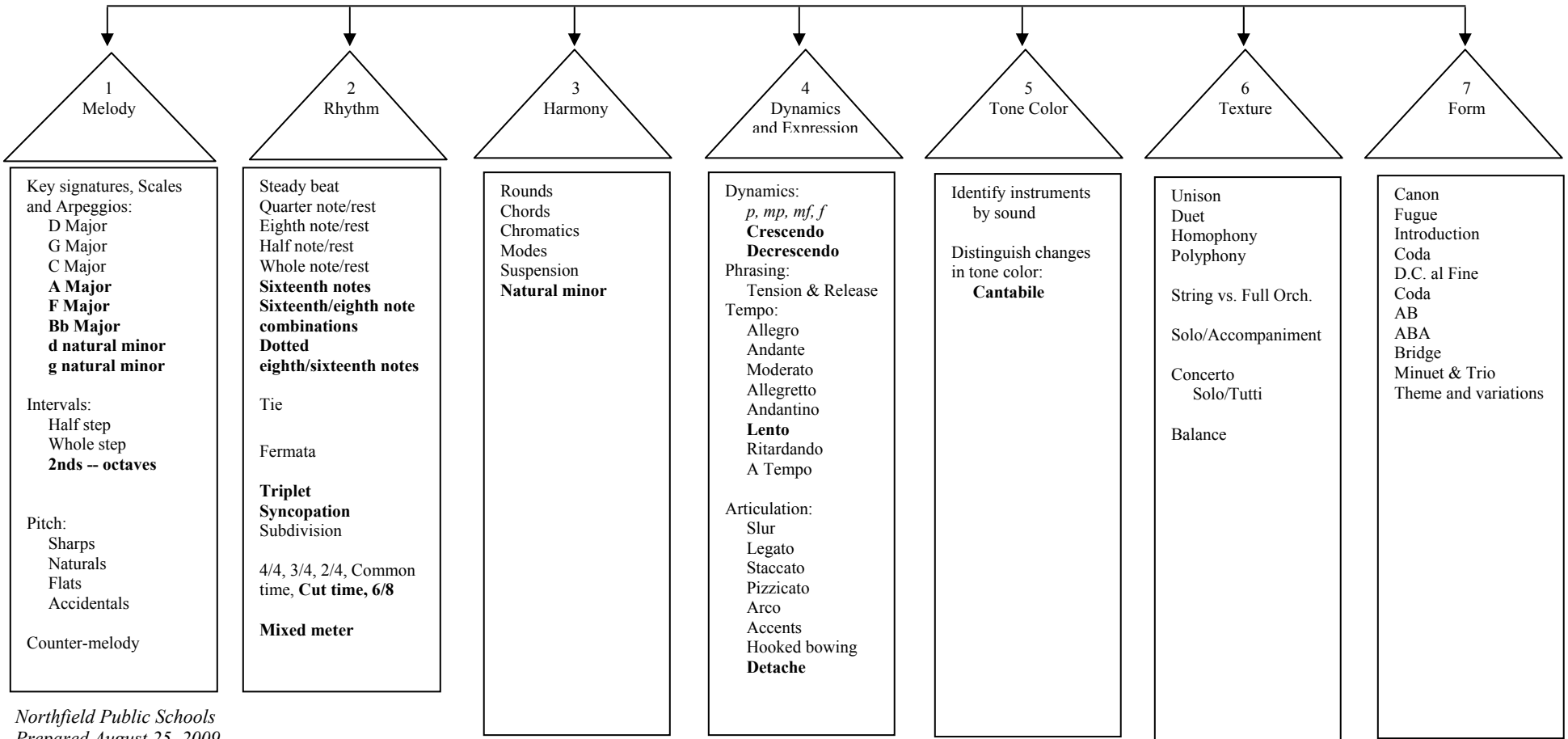


Grade 6  
**Orchestra**

**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 I:** 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:  
 1<sup>st</sup>/2<sup>nd</sup> endings  
 I: :|  
 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**  
 Vln/Vla – High 2, low 2, 4<sup>th</sup> finger, high 3, **low 1, low 4**  
 Cello – Difference between 3<sup>rd</sup> and 2<sup>nd</sup> finger use  
     x1, x2, x4  
     Shift to 4<sup>th</sup> position  
 Bass – ½, II, II ½, 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

Grade 6  
**Orchestra**

**Strand I:** Artistic Foundations  
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

**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.

11  
Cultural and  
Historical Contexts

Composer/arrangers background information

American Music:  
Jazz, fiddling, movies, Broadway

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

Folk Songs

12  
Arts Connections

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

Grade 6  
**Orchestra**

**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

Grade 6  
**Orchestra**

**Strand IV:** Respond/Critique  
**Standard 1:** Respond to and critique a variety of creations or performances using the artistic foundations.

**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