

Music Georgia Standards of Excellence

Orchestra

Beginning Orchestra

Sixth Grade

Course Descriptions:

53.05300

Beginning Orchestra/Grade 6 - This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.

Creating

MSBO.CR.1 Improvise, compose, and arrange music within specified guidelines.

- a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise, compose, or arrange a melody or variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Use teacher-created criteria to refine improvised or composed pieces.

Performing

MSBO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.

- a. Demonstrate the ability to match pitch and adjust intonation through playing and singing.
- b. Demonstrate an understanding of phrasing through performing simple melodies.
- c. Discuss and demonstrate characteristic tone production on a string instrument.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
- e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
- f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
- g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

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MSBO.PR.2 Read and Notate music.

- a. Identify notes in the staff and on ledger lines of respective clef.
- b. Read and notate notes within key signatures D, G, and C.
- c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4, and 2/4.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

Responding

MSBO.RE.1 Listen to, analyze, and describe music.

- a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.
- b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

MSBO.RE.2 Evaluate music and music performances.

- a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly.
- b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance.

Connecting

MSBO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Explain the benefits of musical study as part of a well-rounded education.
- b. Discuss how other subjects relate to music.

MSBO.CN.2 Understand music in relation to history and culture.

- a. Identify and compare performance styles of music learned in class.
- b. Discuss how the music performed in class relates to the culture and society in which we live.