

## UNIT FOCUS

This unit will focus on developing skills & musicianship for Orchestra students in Grade 6.

**PACING:** Example: 9 Weeks

## STANDARDS AND ELEMENTS

### CREATING

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

- a. Improvise, compose, or arrange rhythmic patterns (e.g., clapping, singing, playing an instrument).
- d. Use teacher – created criteria to refine improvised or composed pieces.

### PERFORMING/PRESENTING/PRODUCING

**MSBO.PR.1 Perform a very repertoire of music instruments, alone and with others.**

- a. Demonstrate the ability to match pitch and adjust intonation for playing and singing.
- 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.

**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 the key signatures D, G, and C.
- c. Read and notate rhythms (e.g., whole notes, half notes, quarter notes, eighth note, dotted half notes and their corresponding rests) in the time signatures of 4/4, 3/4 and 2/4.

### RESPONDING

**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 quality of a performance.

### CONNECTING

**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.

## EXAMPLE LESSON PLANS

- Lesson 1: Developing Music Literacy & Rhythm
- Lesson 2: Developing Bowing Skills
- Lesson 3: Exploring Georgia Musicians



## EXAMPLE ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> <li>• Students should be able to demonstrate how to identify &amp; perform basic rhythms on the D &amp; A strings.</li> <li>• Students should be able to demonstrate how to identify skills from Unit 1 and 2 correctly.</li> <li>• Students can demonstrate staccato, legato, and pizzicato.</li> <li>• Students can perform and identify notes on the D, G, and A strings in the key of D and G major.</li> <li>• Students understand and can define basic music elements, rhythm, tempo, tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Note Name Exit Tickets</li> <li>• Rhythm Exit Tickets</li> <li>• <i>Bowing Articulation Worksheet</i></li> <li>• Exit Ticket</li> <li>• Games</li> <li>• Music Listening Journal</li> <li>• Think-Pair-Share Strategy</li> <li>• <i>KJOS Multimedia Library Assessments</i></li> <li>• Kahoot Warm-Ups</li> <li>• Padlet Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Performance Assessment</i></li> <li>• <i>Bowing Performance Assessment</i></li> </ul>

## SUPPLEMENTAL RESOURCES

- Method Book of Choice
- Georgia musicians of your choice
- Georgia symphony orchestras of your choice (college or professional)
- [www.musictheory.net](http://www.musictheory.net) - Free music theory website to customize exercises and review music theory lessons.
- <http://orchestrateteacher.blogspot.com/> - Free resources available such as a fingering chart
- <https://edu.bandlab.com/> - Free resources for a drumbeat
- <https://www.sightreadingfactory.com/> - Free resource for some rhythms
- <https://kjos.com/multimedia-library> - Free resources under Teacher Resources for Assessment, Performance, Self-Evaluation, Music Vocabulary, Rhythm.
- <https://padlet.com/> - Free resource available for electronic question boards
- <https://kahoot.com/schools-u/> - Free resource for quizzes or games
- <https://nafme.org> - Free resources for music educators including genre, performances, musicians, etc.
- <https://www.npr.org/> - Free resources of musicians and music
- <https://www.kennedy-center.org/> - Free resources of musicians and the arts
- [www.youtube.com](http://www.youtube.com) - Free videos and recordings of performances
- [www.noteflight.com](http://www.noteflight.com) - Free resources to create warm-ups, exit tickets, etc., with limited access
- [www.canva.com](http://www.canva.com) - Create free worksheets for free with limited access

