# 6th Grade Orchestra

6th grade Orchestra is a full year class. The full ensemble will rehearse a minimum of twice per week. Students electing Orchestra/Chorus will rehearse during the two full ensemble rehearsals. Students electing Orchestra only will rehearse one additional time for a total of three rehearsals per week. In addition, all orchestra students will receive a small group homogenous lesson once each week. Lessons will take place during the school day with the orchestra director or qualified lesson instructor in groups no larger than five students. These lessons will occur on a rotating pull-out basis.

This course is offered to all students who desire further training in instrumental techniques, ensemble rehearsal and performance techniques, and music reading. Adherence to the **Contract of Success** is required. Participation in the winter and spring evening curricular concerts is expected and integral for successful completion of this class. Homework for this class includes daily practice on assigned lesson and ensemble music.

## Course Overview

### Course Goals

**Ensemble Goals:**
- 6th grade orchestra students will successfully perform and study selected literature that relates to the repertoire map.
- 6th grade orchestra students will be able to perform within an ensemble setting with appropriate technique and tone quality, while following the conductor’s cues a varied repertoire of music written and/or arranged for string orchestra.
- Students will demonstrate the application of skills to an ensemble setting.

**Small Group Lesson Goals:**
- 6th grade orchestra students will successfully perform an appropriate level solo and scales in their lesson that represents their individual progress
- 6th grade orchestra students will master Skill Level II by January of their 6th grade year and will approach proficiency in Level III by June.

### Instruction Guide

1. Students in the 6th grade orchestra program will master Skill Level II by January of their 6th grade year and will approach proficiency in Level III by June.
2. All students in the 6th grade orchestra will study common musical genres as identified in the repertoire map.
3. During ensemble rehearsals, skills learned in lessons will be applied and ensemble techniques such as rhythmic accuracy, intonation, tone, and music reading will be developed.
4. Instruction in lessons will focus on unique skills and techniques needed for specific instruments.
5. All students in the 6th grade orchestra program will complete a series of tasks designed to meet state standards.

### Assessments

**Common Assessments**
- Ensemble Performances
- Small Group Lesson Performances

**Skill Assessments**
- Skill Level II - Mastery
- Skill Level III – Proficiency

**Student Achievement Form Level II & III**
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance
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<tr>
<th>Content Outline</th>
<th>Standards</th>
<th>Summary Objectives</th>
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<tr>
<td>I. Summary Objective 1</td>
<td>Connecticut SDE Arts Curriculum Framework</td>
<td>• Play their instruments in tune and with a characteristic tone, repertoire from the recommended 6th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles.</td>
</tr>
<tr>
<td>II. Summary Objective 2</td>
<td>Connecticut State Music Standards are met in the following areas: • Instrumental • Notation • Analysis • Evaluation • History and Cultures</td>
<td>• Enumerate rhythms designated in skill level III.</td>
</tr>
<tr>
<td>III. Summary Objective 3</td>
<td></td>
<td>• Play rhythmic patterns in various time signatures designated in skill level III</td>
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<tr>
<td>IV. Summary Objective 4</td>
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<td>• Listen to, analyze, and describe performances, using music terminology designated in skill level III.</td>
</tr>
<tr>
<td>V. Summary Objective 5</td>
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<td>• Evaluate their own performances and compare and contrast them to performances of others, both individually and within an ensemble.</td>
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<tr>
<td>VI. Summary Objective 6</td>
<td></td>
<td>• Describe distinguishing characteristics of representative music genres from selections contained in the repertoire map, including examples of significant historical events and cultural trends.</td>
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</table>
Fairfield Music Department Curriculum
Middle School Orchestra Repertoire Map

Repertoire selected will reflect the skill level represented in each ensemble:
Fairfield skill levels II - IV

6th GRADE
Baroque and Fiddle

7th GRADE
Classical and Popular

8th GRADE
Romantic and Contemporary
<table>
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<th><strong>Small Group Lesson Materials/Resources</strong></th>
<th><strong>Skill Objectives</strong></th>
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<tr>
<td>Used in all Summary Objectives</td>
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<tr>
<td>A variety of skill level appropriate string orchestra music representing various styles and genres.</td>
<td>* Denotes materials to be supplied by student.</td>
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<tr>
<td>Theory Time Packets: 1 A&amp;B, 2 A&amp;B, 3 A&amp;B</td>
<td><strong>VIOLIN - LESSON MATERIALS</strong></td>
<td><strong>LEVEL II</strong></td>
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<td><strong>LEVEL III</strong></td>
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<td><strong>Rhythm and Bowing</strong></td>
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<td>Scales/Positions/Finger Patterns</td>
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<tr>
<td>* Essential Elements for Strings, Book II – Allen, Gillespie, Hayes/ Hal Leonard</td>
<td>* Suzuki Violin School, Volume 1 (suggest beginning with “Etude”)</td>
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<td>* Suzuki Violin School, Volume 2 (after completion of Bk. I, not expected until grade 7)</td>
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<td>Supplemental Materials:</td>
<td>Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling</td>
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<td>First Etude Album- Whistler &amp; Hummel / Rubank</td>
<td>Melody Book for Strings- Isaac, Straub, Genuaidi/ Carl Fischer</td>
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<tr>
<td>Solo Time for Strings, Book II- Etling</td>
<td>Ten Little Classics- Bach / Carl Fischer</td>
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<tr>
<td>Classical Album of Early Grade Pieces- Herfurth / Carl Fischer</td>
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<td><strong>VIOLA - LESSON MATERIALS</strong></td>
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 CELLO - LESSON MATERIALS

LEVEL III

Required Materials:
Scales and Scale Patterns, Intermediate Level
* Essential Elements for Strings, Book II- Allen, Gillespie, Hayes/ Hal Leonard
* Suzuki Cello School, Volume 1- Summy Birchard (suggest beginning with “Etude”)
* Suzuki Cello School, Volume 2- Summy Birchard (after completion of Bk. I, not expected until grade 7)

Supplemental Materials:
Strictly Strings, Book I- Dillon, Kjelland, O’Reilly / Highland-Etling
28 Etudes- Muller / Belwin
Melody Book for Strings- Isaac, Straub, Genualdi/ Carl Fischer
Solo Time for Strings, Book II- Etling
Basic Method for Cello- Marcelli / Carl Fischer

BASS - LESSON MATERIALS

LEVEL III

Required Materials:
Scales and Scale Patterns, Intermediate Level
* Double Bass Solo Book I, Oxford
* Essential Elements for Strings, Book 2

Supplemental Materials:
Strictly Strings, book I- Dillon, Kjelland, O’Reilly / Highland-Etling
Solo Time for Strings, Book II- Etling
Progressive Repertoire for the Double Bass, Volume 1- George Vance
| Melody Book for Strings - Isaac, Straub, Genualdi/ Carl Fischer |
## Standards
### Instrumental
Students will:
- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.

### Unit Objective
Students will be able to:
- play their instruments in tune and with a characteristic tone, repertoire from the recommended 6th grade orchestra repertoire list and designated lesson materials with expression and technical accuracy, both in lesson groups and ensembles.

### Tasks
#### Ensemble
- Group performance of scales from Skill levels II and II.
- Group performance of orchestra literature from recommended 6th grade repertoire list. Use of appropriate balance and blend while following a conductor’s non-verbal directions.

#### Small Group Lesson
- Individual performance of designated lesson material with a characteristic tone, phrasing and articulation from Skill level III.

### Assessments
#### Common Assessments
- Individual Performances
- Group Performances

#### Skill Assessments
- Skill Level II - Mastery
- Skill Level III – Proficiency

#### Student Achievement Form Level II & III
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

### Ensemble Materials/Resources
See above

### Small Group Lesson Materials/Resources
See above

### Skill Objectives
See above

### Technology Resources
Music theory: [http://www.musictheory.net/](http://www.musictheory.net/)

### Differentiated Instruction
Small Group Lessons

### Enrichment/ELL
For those who qualify:
- Fairfield County String Festival
| **http://library.thinkquest.org/15413/theory/theory.htm** | • Individual School Chamber Orchestra  
• Western Region Music Festival  
• Fairfield Middle School Honors Orchestra |
| Virginia Tech Multimedia Music Dictionary, with audio files:  
**http://www.music.vt.edu/musicdictionary/** | |
| Online metronomes, tuners:  
**http://webmetronome.com/**  
**http://www.metronomeonline.com/** | |
| String Pedagogy:  
**http://www.uvm.edu/~mhopkins/string/**  
**http://www.theviolinsite.com/**  
**http://www.celloprofessor.com/**  
**http://doublebassblog.org/** | |
| Dealers of stringed instruments, bows, music & accessories:  
**http://www.sharmusic.com/**  
**http://www.swstrings.com/**  
**http://shop5.mailordercentral.com/lemurmusic**  
(double bass only) | |
| Dealers of music technology supplies:  
**http://www.sweetwater.com/**  
(formerly Lentine’s) | |
| Music and audio software:  
**http://www.makemusic.com/**  
**http://www.pgmusic.com/**  
**http://audacity.sourceforge.net/**  
**http://store.apple.com/us/browse/home/shop_media/software/music_audio?mco=Nzk5MDM2OQ**  
(Apple) | |
| Publishing companies and sheet music retailers:  
**www.jwpepper.com**  
**www.lucksmusic.net**  
**www.alfred.com**  
**http://www.carlfischer.com/Fischer/welcome.html**  
**www.fjhmusic.com**  
**www.halleonard.com**  
**http://www.ludwinmusic.com/** | |
### Standards

**Notation**

Students will:
- will read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly when performing.

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<td><strong>Unit Objective</strong></td>
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<td>Students will be able to:</td>
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<tr>
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<td>• Enumerate musical notation verbally and in writing, orchestra literature from 6th grade repertoire map</td>
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<td><strong>Small Group Lesson</strong></td>
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<td>• Skill Level III – Proficiency</td>
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**Student Achievement Form Level II & III**
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

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<th><strong>Differentiated Instruction</strong></th>
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<td>Small Group Lessons</td>
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<th><strong>Enrichment/ELL</strong></th>
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<td>For those who qualify:</td>
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<tr>
<td>Fairfield County String Festival</td>
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<td>Individual School Chamber Orchestra</td>
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<tr>
<td>Fairfield Middle School Honors Orchestra</td>
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</tbody>
</table>
| Standards | Notation  
Students will read and notate music. 
Students will:  
- read at sight simple melodies in both the treble and bass clefs.  
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly when performing. |
|---|---|
| Unit Objective | Students will be able to:  
- play rhythmic patterns in various time signatures designated in skill level III. |
| Tasks | **Ensemble**  
- Play musical notation in orchestra literature from 6th grade repertoire map with appropriate balance and blend while following a conductor’s non-verbal direction.  
**Small Group Lesson**  
- Play musical notation from designated lesson materials |
| Assessments | **Common Assessments**  
- Individual Performances  
- Group Performances  
**Skill Assessments**  
- Skill Level II - Mastery  
- Skill Level III – Proficiency  
**Student Achievement Form Level II & III**  
Includes:  
- Review  
- Tone Quality  
- Bowing  
- Rhythms and Time Signatures  
- Scales and Scale Patterns  
- Finger Patterns  
- Positions  
- Solo Performance |
| Ensemble Materials/Resources | See above |
| Small Group Lesson Materials/Resources | See above |
| Differentiated Instruction | Small Group Lessons |
| Skill Objectives | See above |
| Technology Resources | See above |
| Enrichment/ELL | For those who qualify:  
- Fairfield County String Festival |
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</table>
Summary Objective 4, [top]

**Standards**

**Analysis**

Students will listen to, describe and analyze music.

Students will:
- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music in aural examples representing diverse genres and cultures.

**Unit Objective**

Students will be able to:
- listen to, analyze, and describe performances, using music terminology designated in skill levels III.

**Tasks**

<table>
<thead>
<tr>
<th>Ensemble</th>
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<tbody>
<tr>
<td>- Develop criteria for analyzing the quality and effectiveness of music performances using appropriate terminology</td>
</tr>
<tr>
<td>- Use the criteria to analyze the quality and effectiveness of their own curricular concerts using appropriate terminology</td>
</tr>
<tr>
<td>- Use the criteria to analyze the quality and effectiveness of others’ performances using appropriate terminology</td>
</tr>
</tbody>
</table>

**Small Group Lesson**

- Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance
- Apply analytical skills in daily home practice to predict successful lesson performance

**Assessments**

**Common Assessments**
- Individual Performances
- Group Performances

**Skill Assessments**
- Skill Level II - Mastery
- Skill Level III – Proficiency

**Student Achievement Form Level II & III**
Includes:
- Review
- Tone Quality
- Bowing
- Rhythms and Time Signatures
- Scales and Scale Patterns
- Finger Patterns
- Positions
- Solo Performance

**Ensemble Materials/Resources**
See above

**Small Group Lesson Materials/Resources**
See above

**Skill Objectives**
See above

**Technology Resources**
See above

**Differentiated Instruction**
Small Group Lessons

**Enrichment/ELL**
For those who qualify:
- Fairfield County String Festival
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<th></th>
<th>Western Region Music Festival</th>
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</thead>
</table>
### Summary Objective 5, top

**Standards**  
**Evaluation**

Students will evaluate music and music performances.

Students will:
- evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

### Unit Objective

Students will be able to:
- evaluate their own curricular concert performances and compare and contrast them to performances of others, both individually and within an ensemble.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Ensemble</strong></td>
<td><strong>Ensemble Performances</strong>: Winter and Spring Concerts and written evaluation of individual and group performances of each concert</td>
</tr>
</tbody>
</table>
| - Develop criteria for evaluating the quality and effectiveness of their orchestra’s performance.  
  - Evaluate the quality and effectiveness of their individual performance within the ensemble and the performance of the ensemble as a whole.  
  - Offer constructive suggestions for improvement of individual, section and ensemble performance. |  
| **Small Group Lesson** | **Common Assessments**  
  - Individual Performances  
  - Group Performances |  
| - Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance in lessons.  
- Apply analytical skills in daily home practice to predict successful lesson performance. |  
| **Skill Assessments** |  
  - Skill Level II - Mastery  
  - Skill Level III – Proficiency |  
| **Student Achievement Form Level II & III** | Includes:  
  - Review  
  - Tone Quality  
  - Bowing  
  - Rhythms and Time Signatures  
  - Scales and Scale Patterns  
  - Finger Patterns  
  - Positions  
  - Solo Performance |  

### Ensemble Materials/Resources

See above

### Small Group Lesson Materials/Resources

See above

### Skill Objectives

See above
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</table>
### Standards

**History And Cultures**

Students will understand music in relation to history and culture.

Students will:
- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

### Unit Objective

Students will be able to:
- describe distinguishing characteristics of baroque and fiddle music as identified in the repertoire map, including examples of significant historical events and cultural trends.

### Tasks

#### Ensemble

Group Study and performance of:

- **Baroque**
  - Texture
    - two primary lines:
      - melody and bass with supporting harmonies
  - Dance forms
    - minuet (ABA),
    - bourée
  - Continuo
    - continuous rhythmic drive of the bass line
  - Dynamics
    - terraced dynamics

- **Fiddle**
  - Ornaments
    - slides
  - Meter
    - jigs (compound),
    - reels (simple)
  - Textural considerations
    - use of open strings
    - violin melody supported by rhythmic viola/cello/bass accompaniment

#### Small Group Lesson

- Describe distinctive characteristics to given musical examples from designated lesson material/literature.

### Assessments

**Common Assessments**
- Individual Performances
- Group Performances

**Skill Assessments**
- Skill Level II - Mastery
- Skill Level III – Proficiency

**Student Achievement Form Level II & III**
Includes:
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