

**6<sup>th</sup> grade playing expectations:**

The following chart shows the skills successful 6<sup>th</sup> grade orchestra students should be able to demonstrate by the end of the year.

<p><b>Technique</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>-Left hand position</li> <li>-Right Hand position</li> <li>-Instrument hold and posture</li> <li>-Double stops</li>   <li>Violins/Violas:</li> <li>-2-3 Hand Shape</li> <li>-1-2 Hand Shape (low 2's)</li> <li>-3-4 Hand Shape (high 3's)</li> <li>Cellos:</li> <li>-1-3-4</li> <li>-1-2-4</li> <li>-Forward extensions</li> <li>Basses:</li> <li>-First position</li> <li>-Third position</li> <li>-Second position</li> </ul>
<p><b>Articulations/Bowings</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>-Arco</li> <li>-Down Bow</li> <li>-Up Bow</li> <li>-Bow lift</li> <li>-Pizzicato</li> <li>-Staccato</li> <li>-Slur</li> <li>-Legato</li> <li>-Hooked bow</li> <li>-Accent</li> </ul>
<p><b>Rhythm</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>-Quarter notes/rests</li> <li>-Half notes/rests</li> <li>-Whole notes/rests</li> <li>-Eighth notes/rests</li> <li>-Dotted half notes</li> <li>-Dotted quarter notes</li> </ul>
<p><b>Dynamics</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>- P through F dynamic markings</li> <li>- Crescendo/Decrescendo</li> </ul>
<p><b>Key Signatures and Scales</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>-D Major (two different octaves for viola and cello)</li> <li>-G Major (two different octaves for violins)</li> <li>-C Major (two different octaves for viola and cello)</li> <li>-A Major (two different octaves for violins)</li> </ul>
<p><b>Scale finger patterns</b></p> <p>Standards: Music/Creating 1 – MS 6-8.A, B Music/Creating 1 – MS 6-8.A</p>	<ul style="list-style-type: none"> <li>-Finger pattern #1 (scales starting on open strings)</li> </ul>

	<p>-Finger pattern #2 (scales starting on third finger for violins and violas and fourth finger for cellos)</p> <p>-Finger pattern #3 (scales starting on first finger)</p> <p>*Note: Basses do not apply to this concept as their strings are arranged based on fourths instead of fifths*</p>
<p><b>Time Signatures and Tempo Markings</b></p> <p>Standards:  Music/Creating 1 – MS 6-8.A, B  Music/Creating 1 – MS 6-8.A</p>	<p>-4/4, 3/4, and 2/4.</p> <p>-Basic tempo markings including allegro, moderato, andante, and adagio</p> <p>-Changes in tempo including ritardando and accelerando</p>
<p><b>Sight-Read</b></p> <p>Standards:  Music/Creating 3 – MS 6-8.C  Music/Presenting 4 – MS 6-8.A  Music/Presenting 4 – MS 6-8.D</p>	<p>-Sight read short examples eight measures in length</p>
<p><b>Perform</b></p> <p>Standards:  Music/Creating 3 – MS 6-8.C  Music/Presenting 4 – MS 6-8.A  Music/Presenting 4 – MS 6-8.D  Music/Presenting 6 – MS 6-8.A</p>	<p>-Perform as an ensemble literature at a grade one level</p> <p>-Perform short solos and small ensembles at a grade one level</p> <p>-Perform selected repertoire on grade level for evaluation</p> <p>-Demonstrate appropriate etiquette as a performer and an audience member</p>
<p><b>Music Relationships to other disciplines</b></p> <p>Music/Connecting 10 – MS 6-8.A,B  Music/Connecting 11 – MS 6-8.A,B,C</p>	<p>-Listen to and identify various styles of music</p> <p>-Relate music to other artistic forms- ex. how do music videos affect what we hear</p> <p>-Relate music to other contents outside of the arts</p>
<p><b>Improvisation</b></p> <p>Standards:  Music/Creating 3 – MS 6-8.C  Music/Presenting 4 – MS 6-8.A  Music/Presenting 4 – MS 6-8.D  Music/Presenting 6 – MS 6-8.A</p>	<p>-Improvise individually and in groups using notes in the D Major scale and notes in the G Major scale</p>
<p><b>Composing/Arranging</b></p> <p>Standards:  Music/Creating 3 – MS 6-8.C  Music/Presenting 4 – MS 6-8.A  Music/Presenting 4 – MS 6-8.D  Music/Presenting 6 – MS 6-8.A</p>	<p>-Complete short compositional exercises based on set criteria</p> <p>-Create a short original musical composition (at least 8 measures)</p>

<p><b>Evaluate</b>  Music/Creating 3 – MS 6-8.A  Music/Creating 3 – MS 6-8.B  Music/Presenting 4 – MS 6-8.B  Music/Responding 7 – MS 6-8.B</p>	<p>-Evaluate individual and ensemble performances based on county and state rubrics</p>
<p><b>Performance Assessments</b>  Music/Creating 3 – MS 6-8.A  Music/Creating 3 – MS 6-8.B  Music/Presenting 4 – MS 6-8.C</p>	<p>-Individual Playing Tests using county rubric tweaked for the house  -Smart Music Tests  -MusicTheory Note Tests  -Fingering Tests  -Student Self-Assessments and Peer Assessments</p>