

Beginning Orchestra (Grade 6) (2023)

Creating CR

- 1** **Improvise, compose, and arrange music within specified guidelines.** MSB0.CR.1
 - a Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). MSB0.CR.1.A
 - b Improvise, compose, or arrange a melody or variation of a melody. MSB0.CR.1.B
 - c Share improvised, composed, or arranged pieces. MSB0.CR.1.C
 - d Use teacher-created criteria to refine improvised or composed pieces. MSB0.CR.1.D
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Performing PR

- 1** **Perform a varied repertoire of music on instruments, alone and with others.** MSB0.PR.1
 - a Demonstrate the ability to match pitch and adjust intonation through playing and singing. MSB0.PR.1.A
 - b Demonstrate an understanding of phrasing through performing simple melodies. MSB0.PR.1.B
 - c Discuss and demonstrate characteristic tone production on a string instrument. MSB0.PR.1.C
 - d Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. MSB0.PR.1.D
 - e Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. MSB0.PR.1.E
 - f Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. MSB0.PR.1.F
 - g Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. MSB0.PR.1.G
- 2** **Read and Notate music.** MSB0.PR.2
 - a Identify notes in the staff and on ledger lines of respective clef. MSB0.PR.2.A
 - b Read and notate notes within key signatures D, G, and C. MSB0.PR.2.B
 - 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. MSB0.PR.2.C

- d Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. [MSB0.PR.2.D](#)
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Responding [RE](#)

1 Listen to, analyze, and describe music. [MSB0.RE.1](#)

- 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. [MSB0.RE.1.A](#)
 - b Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed). [MSB0.RE.1.B](#)
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2 Evaluate music and music performances. [MSB0.RE.2](#)

- a Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. [MSB0.RE.2.A](#)
 - b Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. [MSB0.RE.2.B](#)
 - c Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. [MSB0.RE.2.C](#)
 - d Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance. [MSB0.RE.2.D](#)
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Connecting [CN](#)

1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. [MSB0.CN.1](#)

- a Explain the benefits of musical study as part of a well-rounded education. [MSB0.CN.1.A](#)
 - b Discuss how other subjects relate to music. [MSB0.CN.1.B](#)
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2 Understand music in relation to history and culture. [MSB0.CN.2](#)

- a Identify and compare performance styles of music learned in class. [MSB0.CN.2.A](#)
- b Discuss how the music performed in class relates to the culture and society in which we live. [MSB0.CN.2.B](#)