



**6<sup>th</sup>-8<sup>th</sup> Grade Music**

**Beginning Orchestra**



## 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.

### **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.