



6th-8th Grade Music

Intermediate Orchestra



CREATING

MSIO.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 a variation of a melody.
- c. Share improvised, composed, or arranged pieces.
- d. Using teacher or student-created criteria, refine improvised or composed pieces.

PERFORMING

MSIO.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 in relation to bow weight, bow speed, bow distribution and contact point.
- d. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty.
- e. Demonstrate vibrato readiness skills through shifting exercises.
- f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
- g. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F and Bb, and introduce minor keys through varied musical selections.
- h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing and tempo.

MSIO.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 following key signatures: D, G, C, A, F, and Bb.



- c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests) in the time signatures of 4/4, 3/4, 2/4, and 6/8.
- d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

RESPONDING

MSIO.RE.1 Listen to, analyze, and describe music.

- a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance.
- b. Discuss and describe the difference between melody and accompaniment in given examples (e.g. aural, written, performed).

MSIO.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. Using student- or teacher-criteria, assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.
- d. Develop strategies to improve the quality of a performance.

CONNECTING

MSIO.CN.1 Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts.

- a. Discuss and describe the benefits of musical study as part of a well-rounded education.
- b. Discuss and describe how other subjects relate to music.

MSIO.CN.2 Understand music in relation to history and culture.

- a. Discuss and describe 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.