

**Orchestra I Curriculum (MS grade 6)**

[National Standards Document Link](#)

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Create: Imagine**

**Essential Question(s):** How do musicians generate creative ideas?

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.

**FCPS Indicator**

**MU.OR1.1 Use previous experience and other resources to develop ideas for creating new music.**

**MU.OR1.1a** Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

**MU.OR1.1b** Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas, then craft a summary that supports creative and conceptual choices.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Create: Plan & Make**

**Essential Question(s):** How do musicians make creative decisions?

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**FCPS Indicator**

**MU.OR1.2 Select, develop, and draft melodic and rhythmic ideas or motifs that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal and derived from personal experience.**

**MU.OR1.2a** Compose and revise melodies using diatonic and chromatic pitches.

**MU.OR1.2b** Create a work that balances multiple elements of music, including melody, simple harmony, and form. Students should be able to describe their thinking process that led to the final product and should be able to use varying technologies to produce the work.

**MU.OR1.2c** Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience.

**MU.OR1.2d** Develop variations on familiar songs using simple and complex rhythms, varying tonalities, tempi, and styles.

**Anchor Standard 3:** Refine and complete artistic work.

**Create: Evaluate**

**Essential Question(s):** How do musicians improve the quality of their creative work?

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**FCPS Indicator**

**MU.OR1.3 Perform, evaluate, and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

**MU.OR1.3a** Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

**MU.OR1.3b** Present a performance-ready version of personal musical ideas. Clearly support judgments and decisions made during the creative process, including refinement, and use appropriate technology as available.

**MU.OR1.3c** Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

**Perform: Select**

**Essential Question(s):** How do performers select repertoire to perform?

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**FCPS Indicator**

**MU.OR1.4 Select varied repertoire to study based on interest, music reading skills (where appropriate), and understanding of the structure of the music, context, and the technical skill of the individual or ensemble.**

**MU.OR1.4a** With limited guidance, select music to sight read, analyze, and perform with attention to context and artistic purpose. Appropriate music for this level is Grade 1 or 2.

**MU.OR1.4b** Demonstrate knowledge of musical concepts and identify expressive qualities throughout a variety of repertoire in works that inform prepared or improvised performances.

**MU.OR1.4c** Explain and compare the musical contexts of music selected for performance (ex: Classical, Pop, ethnic, etc.)

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation**

**Performing: Rehearse, Evaluate, Refine**

**Essential Question(s):** What can I do to fully prepare a performance or technical design?

**Enduring Understanding:** Musical artists develop personal processes and skills for a performance or design.

**FCPS Indicator**

**MU.OR1.5 Demonstrate technical skills and apply them to a variety of repertoire.**

**MU.OR1.5a** Students will demonstrate mastery of various right and left hand techniques with appropriate literature. This includes accurate fingering in the keys of C, D, and G and bowing skills legato, slur, staccato, and spiccato.

**MU.OR1.5b** Students will demonstrate an understanding of music theory concepts within a variety of literature. This includes being able to identify the melody, harmony, repeat features, dynamics, tempi, key & time signatures, and articulations.

**MU.OR1.5c** Students will demonstrate mastery of pre-prescribed rhythmic figures within various time signatures and at various tempi, including notes and rests up through dotted 8th notes and sixteenth notes.

**MU.OR1.5d** Students will apply full and characteristic tone quality to performances of a variety of repertoire. This is achieved through an understanding of the construction of the instrument and practice of correct posture and mechanics.

**MU.OR1.5e** Students will demonstrate an understanding of balance within the ensemble based on the pyramid of sound. Students have an understanding of where their part falls within the balance of melody to harmony and are able to make musical decisions based on their perception.

**MU.OR1.5f** Students will demonstrate accurate intonation and be able to make adjustments while playing.

**MU.OR1.5.1 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.**

**MU.OR1.5.1a** Critique personal and others' performances with the goal of improving future performances.

**MU.OR1.5.1b** With limited teacher guidance, develop a rehearsal/practice plan that addresses corrections and improvements.

**MU.OR1.5.1c** As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Perform: Share and Present**

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**FCPS Indicator**

**MU.OR1.6 Perform a variety of literature up to level 3 in both small & large ensembles, in homogeneous & mixed instrument ensembles, demonstrating attention to technical accuracy and expressive qualities.**

**MU.OR1.6a** Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

**MU.OR1.6b** Effectively interact with the audience and other performers to convey the artistic purpose of the piece. This is accomplished by demonstrating proper stage etiquette for performance which includes stage presence, posture, hand positions, and attention to direction.

**MU.OR1.6c** Determine readiness of a varied repertoire of music for public performance, based on the experience of time, place, and culture from which the music is chosen.

**MU.OR1.6.1 Demonstrate appropriate style and context in a variety of musical eras through prepared and improvised performances.**

**MU.OR1.6.1a** Students will be able to identify the musical era of a piece and explain appropriate style choices for performance of the piece.

**MU.OR1.6.1b** Students can apply appropriate techniques to a piece of music based on the historical and stylistic context.

**Anchor Standard 7: Perceive and analyze artistic work.**

**Respond: Select**

**Essential Question(s):** How do individuals choose music to experience?

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes.

**FCPS Indicator**

**MU.OR1.7 Demonstrate an understanding of music as an essential aspect of human experience.**

**MU.OR1.7a** Explore the development of instrumental music in a historical context, and relate works from standard music literature to specific historical events, including the history of Western Music; Renaissance, Baroque, Classical, Romantic, Impressionism, Contemporary. Students should be able to draw in information learned in music classes and in other curricular experiences.

**MU.OR1.7b** Listen to and discuss excerpts of audio and video recordings featuring ensembles from various historical periods (e.g., major symphonies, professional musicians in concert). Students should be able to discern whether the recording is of a professional or amateur quality and explain their reasoning.

**MU.OR1.7c** Perform and discuss music from various periods of musical development.

**MU.OR1.7d** Demonstrate knowledge of the history of instruments of the brass, woodwind, string and percussion families, and be able to identify good tone quality on the major instruments in each family.

**MU.OR1.7.1 Identify reasons for selecting music based on characteristics found within the selection, a connection to an interest, or the purpose or context of the piece.**

**MU.OR1.7.1a** Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Respond: Interpret**

**Essential Question(s):** How do we discern the musical creators' and performers' expressive intent?

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**FCPS Indicator**

**MU.OR1.8 Interpret intent and meaning in artistic work. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.**

**MU.OR1.8a** When listening to and studying music, describe how the performers' personal interpretation and musical choices convey creative intent.

**MU.OR1.8b** When listening to and studying music, describe how the worldview of the composer affects the final product of the piece.

**MU.OR1.8c** Describe and discuss how personal experiences influence the listener's perception of music.

**MU.OR1.8.2 Identify how knowledge of context and structure of a piece of music inform the response to music.**

**MU.OR1.8.2a** With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Respond: Evaluate**

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

**Enduring Understanding:** : The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**FCPS Indicator**

**MU.OR1.9 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.**

**MU.OR1.9a** Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

**MU.OR1.9b** Compare and contrast musical elements from two or more selections of music. Use the LISTENING EVALUATION BENCHMARK for this.

**MU.OR1.9c** Engage appropriately as an active listener in formal and informal settings, while paying attention to audience etiquette appropriate to the genre of music.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**Connecting**

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**FCPS Indicator**

**MU.OR1.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

**MU.OR1.10a** Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

**MU.OR1.10b** Use musical skills learned in class as part of music making both inside and outside the classroom, as well as after school programs.

**MU.OR1.10c** Use the CONNECTION BENCHMARK to demonstrate independence and understanding in personal experience.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Connect: Research**

**Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**FCPS Indicator**

**MU.OR1.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

**MU.OR1.11a** With increasing independence, make personal connections between music and other common core subjects, including the arts, through creating, performing, or responding. Use the CONNECTION BENCHMARK to exhibit this.

**MU.OR1.11b** With increasing independence, connect music to other people's personal life experiences, when creating, performing, or responding.

**MU.OR1.11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU.OR1.11.1a** Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources,

and cultural uses.