

**PETERS TOWNSHIP SCHOOL DISTRICT**

**CORE BODY OF KNOWLEDGE**

**ORCHESTRA/STRINGS**

**GRADE 6**

For each of the sections that follow, students may be required to understand, apply, analyze, recall, explain, interpret, or evaluate the particular concepts being taught.

**COURSE DESCRIPTION:**

6<sup>th</sup> Grade Strings lessons meet for a 34 minute lesson, once every week for the entire school year. 6<sup>th</sup> Grade Strings is a course for the students who play violin, viola, cello or bass.

**STUDY SKILLS:**

- Maintain well conditioned instrument
- Maintain an organized music folder containing music books, and ensemble literature
- Apply rehearsal/lesson template to an individualized practice routine during after school hours

**I. Orchestral Routines and Rehearsal**

A. Knowledge of Instrument and Equipment

1. Know the name and function of all parts of the instrument.
2. Demonstrate knowledge of proper cleaning and care of instrument
3. Demonstrate ability to tune instrument
4. Comprehend qualities of finer string instruments
5. Make informed decisions about products for the study of a stringed instrument as a consumer

B. Production: Instrument Technique

1. Form, Position and Posture
  - a. Demonstrate correct positioning of instrument and bow
  - b. Demonstrate appropriate playing proximity to stand partner

C. Tone Production

1. Produce a characteristic tone on the instrument in a variety of bowing/articulations.
2. Begin to understand how to use vibrato

## **II. Terminology, Process and Creativity**

### **A. Beat, Meter, Tempo, Rhythm**

1. Read and translate musical notation to a steady beat alone and with others
2. Read and perform selected literature in simple meters throughout the range of the instrument.
3. Begin to understand compound meters and their subdivisions.
4. Recognize, define and demonstrate tempo markings
5. Count, clap and accurately demonstrate complex rhythms in simple and compound meters.

### **B. Pitch and Melody**

1. Name letters from pitch notations with accidentals and/or with key signatures
2. Correctly identify and perform music in major and minor keys from accidentals and/or with key signatures
3. Accurately finger pitches from notation in keys with sharps and flats, in major and minor keys.
4. Identify intervals and key signatures.
5. Perform melodic selections and harmony parts in first position
6. Accurately recognize, identify and perform major, minor, perfect intervals, major scales and arpeggios

### **C. Harmony and Tonality**

1. Recognize, label and accurately demonstrate music in major and minor tonalities.
2. Aurally and visually recognize, identify, and demonstrate perfect intervals.
3. Aurally and visually recognize, identify, and demonstrate major and minor intervals.
4. Aurally and visually recognize, identify, and demonstrate simple intervals.
5. Perform selections in unison and in harmony in a variety of combinations.
6. Perform major and minor scales and arpeggios accurately in first position in a variety of rhythms, bowings and tempi
7. Perform selections in unison, canon and with accompaniments and in ensembles.
8. Apply key signatures to scales and selected melodies.
9. Perform chromatic scales accurately in first position.
10. Comprehend vertical harmony and perform accurately in a variety of ensemble combinations

### **D. Timbre, Texture**

1. Recognize timbre of non-muted and muted strings
2. Recognize monophonic, homophonic and polyphonic textures

### **III. Terminology, Process, Creativity**

#### A. Reading and Problem Solving

1. Accurately decode, comprehend and translate musical symbols with various fingerings and bowings.
2. Apply practice techniques to prepare music for performance.
3. Reflect on practice by recording accomplishments and time spent.

#### B. Terminology

1. Recognize, define and respond to musical terminology.

#### C. Creativity

1. Compose and develop original musical ideas
2. Improvise

### **IV. Responding to the Power of Music**

#### A. Listening and Analyzing

1. Aurally comprehend, critique, classify and analyze musical materials
2. Critique one's own performance and the performance of others

#### B. Musical Expression

1. Perform musical selections expressively
2. Recognize and demonstrate dynamics, articulations, phrasing concepts, interpretive and stylistic devices

#### C. Musical Form and Style

1. Recognize simple musical forms aurally and visually
2. Recognize, classify and perform themes from symphonies, concertos and other grand forms
3. Recognize, classify and perform themes from various styles throughout music history
4. Recognize, classify and perform themes in various string styles

### **V. Historic Context**

#### A. Perform and classify music into historical eras, nationalities and technologies

#### B. Identify composers, conductors, performers and styles of music

- C. Understand the evolution of the violin family of instruments from ancient times to present and identify and classify luthiers

## **VI. Practice, Participation, Performance**

- A. Demonstrate musical self-expression in rehearsal and performance.
- B. Demonstrate ensemble etiquette.
- C. Practice at home to prepare for classes, rehearsals, performances.
- D. Demonstrate “professional” performance etiquette.
- E. Demonstrate exemplary audience conduct.
- F. Participate in all regularly scheduled events .
- G. Perform publicly.
- H. Perform as a soloist in class, in public, on recorded media.
- I. Create a file of evidence of learning, progress and improvement.
- J. Seek opportunities to perform in the community at large.
- K. Demonstrate musical independence by playing chamber music.

## **MATERIALS:**

- Instrument
- Music books:
  - *Essential Elements for Strings 2000, Book 2*
  - *Solo Time for Strings, Book 2*
- Rosin
- Shoulder Rest/Sponge
- Metronome
- Tuner

Revised September 2014