# Unit 6 - Intro to Spring Repertoire

Content Area: **Music**
Course(s): **6th Grade Orchestra**
Time Period: **January**
Length: **4 Weeks**
Status: **Published**

## Transfer

Demonstrate proficiency in part independence of performance repertoire.

## Enduring Understandings

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts

All students will demonstrate an understanding of the elements and principles of music.

## Essential Questions

What are the finger patterns for the eight major scales (C,F,G,D, A, Bb, Ab & Eb)?

When do you use vibrato?

What would music sound like without dynamic contrast?

What would music sound like with poor intonation?

## Content

## Vocabulary

Romantic Era
Pizzicato
Spiccato

Chromatic

## Learning Objectives

Demonstrate proficiency in part independence of performance repertoire.

Demonstrate sight reading skills at a grade 2.5 difficulty level.

Demonstrate shifting techniques in 1st, 2nd, and 3rd positions.

Perform two octave major scales and arpeggios in the key of C,F,G,D,A,Bb,Ab& Eb.

## Resources

## Standards

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|---|---|
| VPA.1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| VPA.1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
| VPA.1.3.8.B.4 | Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. |