

# 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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> positions.

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

## **Resources**

---

## **Standards**

---

- |               |  |
|---------------|--|
| 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. |