

# Fine Arts Scope and Sequence

## Orchestra

### 6th Grade

Subject	Grade	6 Weeks	Estimated Time Frame
Orchestra	6th	1 <sup>st</sup>	6 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
<p>(6.1) Perception.            The student describes and analyzes musical sound and demonstrates musical artistry.            The student is expected to:            (A) individually demonstrate characteristic vocal or instrumental timbre;            (B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and            (C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.</p>		<p>Classroom procedures and rules            Tone production with respect to bow grip            Terminology using instrument parts            D major scale and related exercises            Melodies from method book</p>	
<p>(6.2) Creative expression/performance.            The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.            The student is expected to:            (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;            (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.</p>			

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<p>(6.3) Creative expression/performance.          The student reads and writes music notation.          The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) sight-read simple music in treble and/or other clefs in various keys and meters;</li> <li>(B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and</li> <li>(C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.</li> </ul>	
<p>(6.4) Creative expression/performance.          The student creates and arranges music within specified guidelines.          The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) create rhythmic and melodic phrases; and</li> <li>(B) arrange rhythmic and melodic phrases.</li> </ul>	
<p>(6.5) Historical/cultural heritage.          The student relates music to history, to society, and to culture.          The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe aurally-presented music representing diverse styles, periods, and cultures;</li> <li>(B) describe music-related vocations and avocations;</li> <li>(C) perform music representative of diverse cultures, including American and Texas heritage; and</li> <li>(D) relate the other fine arts to music concepts</li> </ul>	

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<p>(6.6) Response/evaluation.          The student responds to and evaluates music and musical performance.          The student is expected to:          (A) identify criteria for evaluating performances;          (B) evaluate the quality and effectiveness of music and musical performances; and          (C) exhibit concert etiquette as an informed, actively involved listener during varied live performances</p>	
<p><b>Language of Instruction:</b></p>	<p><b>Instructional Resources / Textbook Correlations:</b></p>
<p>D major key signature          4/4 time signature          Bow stroke</p>	<p>Essential Elements Book I          CD accompaniment</p>
	<p><b>Weblinks / Other Resources:</b></p>
	<p><a href="http://finearts.esc20.net">http://finearts.esc20.net</a></p>
<p><b>External Assessment:</b></p>	<p><b>Local Assessment:</b></p>
<p><b>Best Instruction:</b></p>	
<p>Teacher demonstrates          Student reviews</p>	

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