

# Strings Grade 6 - Beginning

## CREATE



### ESSENTIAL QUESTION

**How do musicians conceive and develop new ideas and work?**

### BIG IDEAS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Cr.1 (Imagine)
- Musicians' creative choices are influenced by their expertise, context, and expressive intent. Cr.2 (Plan and Make)
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Cr.3 (Evaluate and Refine)
- Musicians' presentation of creative work is the culmination of a process of creation and communication. Cr.4 (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1(Imagine)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Plan and Make, Present)

### GUIDING QUESTIONS

- How do musicians generate creative ideas? Cr.1
- How do musicians make creative decisions? Cr.2
- How do musicians improve the quality of their creative work? Cr.3
- When is creative work ready to share? Cr.4

### GRADE LEVEL FOCUS

The grade level focus of this domain is to begin to lay the foundation for music creating skills. Students will continue to apply the creating skills they learned in general music to improvise simple rhythmic and melodic patterns on their instrument using Beginning Strings rhythms and pitches.

### FOCUS STANDARDS

- Novice Cr.1.N Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

# PERFORM

## ESSENTIAL QUESTION

**How do musicians realize artistic ideas and work through interpretation and presentation?**

## BIG IDEAS

- 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. PR.1 (Select)
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. PR.2 (Analyze)
- Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.3(Interpret)
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Pr.4, Pr.5 (Rehearse, Evaluate and Refine) (Present)
- Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Present)
- Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Present)

## GUIDING QUESTIONS

- How do performers select repertoire? Pr.1
- How does understanding the structure and context of musical works inform performance? Pr.2
- How do performers interpret musical works? Pr.3
- How do musicians improve the quality of their performance? Pr.4,
- When is a performance judged ready to present? Pr.5
- How do context and the manner in which musical work is presented influence audience response? Pr.5

## GRADE LEVEL FOCUS

The grade level focus for this domain is for students to apply the music reading and musicianship skills they mastered in elementary General Music classes as they learn to play a string instrument. An emphasis is placed on developing instrument specific techniques. Students will gain independent music reading skills specific to their instrument on beginning string pitches and rhythms. They will learn to be a member of an ensemble and share their learning by giving performances with their class for an audience.

## FOCUS STANDARDS

- Novice Pr.2.N Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Novice Pr.4.N Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- Novice Pr.5.N.a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Novice Pr.5.N.b Demonstrate an awareness of the context of the music through prepared and improvised performances.

## SUPPORTING RESOURCES

*Essential Elements for Strings: A Comprehensive String Method Book 1* by Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins.

## KEY LEARNING EXPERIENCES

- Perform a complete piece of music in a full ensemble context for an audience.
- Demonstrate learned skills periodically throughout the year in individual or small group performance.

## RESPOND

### ESSENTIAL QUESTION

**How do performers understand and evaluate how the arts convey meaning??**

### BIG IDEAS

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Re.1 (Select)
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re.2 (Analyze)
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Re.3, Re.4 (Interpret)

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Re.4 (Evaluate)
- Performers relate musical ideas and works with varied context to deepen understanding. Cn.1 (Present)

## GUIDING QUESTIONS

- How do individuals choose music to experience? Re.2 (Select)
- How does understanding the structure and context of music inform a response? Re.2 (Analyze)
- How do we discern the musical creators' and performers' expressive intent? Re.3 (Interpret)
- How do we judge the quality of musical works and performances? Re. 4 (Evaluate)

## GRADE LEVEL FOCUS

The grade level focus of this domain is for students to begin to apply the responding skills developed in elementary General Music classes as they learn to play a string instrument. With teacher guidance, students will synthesize and relate this knowledge in order to approach playing their instrument in a musical manner.

## FOCUS STANDARDS

- Novice Re.1.N Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- Novice Re.2.N Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- Re.3.N 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.
- Re.4.N Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.