



6th Grade Beginning Orchestra

Greer Middle School
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Textbook Title:

Essential Elements for Strings Book 1 for the specific instrument being played in class

Course Description:

This year-long class is designed for students at the beginning level of playing violin, viola, cello, or bass. Students are not expected to have any previous experience on these instruments or knowledge of musical notation. Skills will be practiced in solo playing, orchestral performance, and small ensemble settings. The general goal is for students to be able to confidently and accurately perform appropriate grade level music. As a result of their practice and exposure to high quality musical performance and literature, they should also develop an appreciation for the skill and artistry involved in playing a musical instrument. Through study of music theory and history, students should also be able to place famous composers in a historical context and discuss various elements of music used in traditional orchestral repertoire.

Students with previous musical experience on a string instrument will be given extra musical assignments and opportunities based on their abilities and interests, which may include being a teacher assistant, learning solos, or being in an honors orchestra.

Course Contents:

South Carolina Strings Curriculum Standards aligned with National Standards for the study of music:

- I. Singing: Students will sing, alone and with others, a varied repertoire of music.
- II. Instrumental: Students will perform on instruments, alone and with others, a varied repertoire of music.
- III. Improvisation: Students will improvise melodies, variations, and accompaniments.
- IV. Composition: Students will compose and arrange music within specific guidelines.
- V. Reading and Notating: Students will read and notate music.
- VI. Analysis: Students will listen to, analyze, and describe music.
- VII. Evaluation: Students will evaluate music and music performances.
- VIII. Music Connections: Students will relate music to the other arts and disciplines outside the arts.
- IX. History and Culture: Students will relate music to history and culture.

Learning Objectives for the Course:

Students will be able to:

- identify all parts of the instrument and bow.
- demonstrate correct care of the instrument.
- demonstrate correct playing position and rest position.
- demonstrate a correct bow hold.
- place left hand fingers on the fingerboard in the correct shape.
- perform all 1st position notes on the D, A, G, C, and E strings in the 1 2 3 4 and 1 2 3 4 finger patterns (bass shifts to III).
- play one-octave scales in the keys of D, G, and C majors.
- demonstrate pizzicato, arco, up bow/down bow, detache, bow lifts, staccato/legato, ties, slurs, and hooked bowings.
- perform all note and rest values from whole notes to eighth notes and meter signatures of 4/4, 3/4, and 2/4.
- perform with an acceptable tone quality.
- perform songs from a variety of cultures and historical periods.
- identify the notes on the music staff/clef pertaining to the string instrument he/she is learning
- perform music with note reading, rote and by memory
- have the opportunity to perform in group and solo contests and festivals
- Perform in 2 required concerts

Course Outline/Pacing/Scope and Sequence:

Weeks 1-2

Instrument Care & Safety

Parts of the Instrument

Introduction to Music Basics

Weeks 3-11

Basic instrument position, left and right hand set up, Introduction to note reading

IM.O.P.NH.3, IM.O.P.NL.3, IM.O.P.NL.4, IM.O.P.NM.4

Essential Elements, Book 1: pgs. 4-15

- Body posture
- Instrument position
- Left hand shape
- Left hand finger placement (including 4th finger for violin/viola)
- Simple pizzicato tunes by rote or tablature
- Right hand shape (on straws or other aids)
- Right hand/arm motion
- Right hand on bow
- Properties of note reading (lines, spaces, note head, stems, etc...)
- Reading and performing simple rhythms (clapping, counting, pizzicato)
- Performing open strings with the bow

- Performing simple tunes with the bow (rote or tablature)
- Note reading/rhythm reading skills performed away from instrument
- Minor finger pattern (L2) introduced
- Development of aural skills (intonation)

Weeks 12-20

Combining note reading with right/left hand skills. Reading and performing the notes of the D Major scale.

IM.P.NL.5, IM.O.P.NL.4, IM.O.P.NM.3

Essential Elements Book 1: pgs. 16-24

- Reading and performing the notes of the D major scale in method book and other supplementary materials.
- Continuing to refine and perfect left and right hand shape/finger placement.
- Reinforcement of 4th finger usage for violin and viola players.
- Daily open string exercises to reinforce tone and physical motion.
- Rhythmic development: quarter notes, quarter rests, simple eighth note patterns, half notes, half rests, dotted half note
- Combining skills learned thus far for a first performance

Weeks 21-29

Learning to read notes of the G string. Reading notes of the minor pattern on D and A strings. Slurs, ties and hooked bows introduced.

IM.O.P.NH.3, IM.O.P.NH.4, IM.P.NM.5

Essential Elements, Book 1: pgs. 25-33

- Continue to reinforce positive posture and position habits.
- Review of D & A string notes.
- Sharp and natural symbols on the D and A strings.
- Performing major and minor finger patterns on every string.
- Identifying the names of the notes for a major and minor pattern on D & A strings.
- Reading, writing and performing notes on the G string. (A & E strings for bass players)
- G Major Scale
- Concepts of slur, tie and hooked bow are introduced by rote.
- Students learn to read, write and perform slurs ties and hooked bows.

Weeks 30-41

Continued review of slurs, ties and hooked bows. Introduction of staccato and legato bowings. Learning to read notes on the E & C strings. Key of C major introduced. Minor patterns on all 4 strings.

IM.O.P.NH.3, IM.O.P.NH.4, IM.P.NM.5, IM.P.NH.5

Essential Elements, Book 1: pgs. 35-44

- Continue to reinforce stellar posture & position habits
- Introduce bowing terms: *staccato and legato*
- Dynamics introduced
- Reinforce note reading on the G, D & A strings as needed.

- Key of C major is introduced. (II position for bass players)
- Read, write and perform notes on the E and C strings.
- C Major Scale
- Rhythmic patterns performed daily (include quarter, eighth, half, whole, dotted half with equivalent rests)
- Minor pattern performed and notes identified on all 4 strings.
- Prepare Grade 1 or 0.5 repertoire for spring concert.

Sixth Grade Orchestra Musicianship Skills

Throughout each unit of study, students will be engaged in various skills that build their overall musicianship.

IM.CR.NL.1, IM.CR.NM.1, IM.CR.NH.1, IM.CR.NL.2, IM.R.NL.6-9

- Music Composition
- Aural skills (listening, developing ear for pitch)
- Music History
- Improvisation
- Performing music of various cultures
- Connecting orchestra skills to other subjects
- Analyzing and evaluating performances (individual and group)

*Disclaimer: Standards will overlap. In a music curriculum, students are expected to review previous skills while building new ones. The standards listed reflect this practice. Supplemental materials will be used at the discretion of the teacher to promote basic skill review and development.

Daily Materials needed:

- Instrument (information on how to get an instrument for class is posted on my website and Google Classroom)
- Essential Elements for strings BOOK 1 for the specific instrument being played in class
- Charged Chromebook
- Rosin (typically comes with instrument when rented from music store)
- Shoulder rest (violin/viola students only)
- Rock stop (cello/bass students only)
- PENCIL
- Tuner/metronome free app available on Chromebook posted in Google Classroom

All students will be given a paper music folder to keep music, miscellaneous papers and other items throughout the school year. This should be brought to class each day!

Classroom Expectations:

While in the orchestra classroom, I expect students to stay focused and give their best each day. I will always give you my best and expect the same from my students. To be successful, **students are expected to:**

- Be on time for class and come prepared to learn with the necessary daily supplies .

- Enter the room quietly and orderly.
- Do not eat, drink, or chew gum in the classroom. (**non-spillable** style cups/bottles with clear water only are permitted during class) Liquids ruin wood instruments, music and Chromebooks.
- Uphold our Capturing Kids Hearts Social Contract.
- Have a respectful, positive and enthusiastic attitude
- Respect his or her classmates, teacher, and visitors.
- Give 100% effort when completing tasks. Do ALL assigned work!
- Stay in his or her assigned seat throughout class unless he or she has been given permission to get up.
- Remain in his or her seat until the teacher has dismissed them from class.
- Clean up around his or her seat/stand before leaving the classroom.
- Respect the property of others and refrain from damaging instruments, stands, chairs and/or other classroom supplies.
- Practice playing skills and music to contribute your 100% to the orchestra.
- Have fun!

Tardy Policy: Students are expected to be on time to class every day. Persistent tardiness to class will follow these guidelines: 1st offense: warning, 2nd offense: warning and parent contact, 3rd offense: teacher consequence, and 4th and subsequent offenses: office referral parent contact and detention.

Disciplinary Consequences: Each disciplinary consequence is based on the situation and based on the GMS Disciplinary Consequence Matrix. Consequences will generally follow the order of the following: 1st offense: warning, 2nd offense: warning and parent contact, 3rd offense: referral to grade level school counselor, and 4th offense: lunch detention and parent contact: 5th offense: Principals Detention and Parent Contact. 6th offense: parent contact and full referral sent to the grade level administrator. Any severe disruption or disciplinary infraction in class will result in an immediate referral.

Cell Phones and Personal Devices: Cell phones and/or other personal electronic devices should be turned off and stored in backpacks at all times.

Dismissal from Class: Teacher will dismiss the class. Students are free to go when the teacher sees they are quiet and have all necessary information for the day

Homework: Homework for this class is PRACTICING!!! Sixth grade students should plan to practice at least 15 minutes each day outside of class.

Extra Help: If your child is struggling in my class or would like extra help, I am available before and after school. Students/parents must arrange a time that suits the schedule of both parties ahead of time.

Grading Policy/Practices:

- Minor grades - at least 8 per quarter and minor grades count for 50% of grade. Class Work; Quizzes; Weekly Participation & Rehearsal Standards
- Major grades - at least 3 per quarter and major grades count for 50% of grade. Concert Performances; Playing Tests; Written Tests.

Concert dates are posted on the class website and on Google Classroom

Late Work Procedures:

In order to receive full credit for make-up work, all work must be submitted within five days, immediately following the absence. In cases of prolonged illness beyond five days, special consideration will be given. It is the responsibility of the students, not the teachers, to arrange for make-up work. Work assigned before the absence or field trip will be due the day the student returns. Tests assigned before the absence will be taken on the scheduled test date or date arranged with the teacher. If a student misses a test or quiz while absent, on the first day back, arrangements should be made with the teacher to make up the assessment within five days. In general, work is to be made up before or after school in order not to miss more class time. Students are encouraged to check teacher websites, Google Classroom, and Google Calendars for assignments during any absence.

Greer Middle Redo/Retake Policy:

Greer Middle School is implementing a Redo/Retake Plan as a strategy to help ensure the mastery of content for our students and encourage our students to have a growth mindset regarding their academic work. Mastery is considered 80 percent or higher. Our guidelines for a redo/retake plan have been designed with input from teachers, administrators, parents, and students to ensure consistent implementation school-wide.

When are students allowed to redo/retake?

Only assignments that are categorized as major grades in the gradebook are available for redo/retake.

Redo/Retake Information

- The student, parent, and teacher must sign Redo/Retake Request Form
- The student must submit the Redo/Retake Request Form within three (3) school days of the grades being posted in Backpack.
- The higher of the two grades will be recorded in the Gradebook.
- Redo/Retake assessments will cover the same standards, but the format and questions will be determined by the teacher. Alternative assignments may be required at the teacher's discretion.

Redo/Retake Steps

- The student must complete and submit the Redo/Retake Request Form (found under Student tab on Greer Middle Website) within three (3) school days of the grades being posted in Backpack.

- Students must complete the Relearning Tasks assigned by their teacher on the Redo/Retake Request Form by the deadline given by the teacher.

- If a student will be retaking a test, they must take it at the pre-arranged date/time; if a student will be redoing an assignment that is not a test, they must turn it in by the redo deadline.

- If students miss the deadline and/or pre-arranged date/time, the redo/retake will not be allowed. If there are extenuating circumstances, contact the grade-level administrator.

Retake Request Form:

<https://drive.google.com/file/d/1WryDjDnXxWv9kUwcU06qQwQucMKenvZi/view>