

PSRC Middle School Curriculum Map
6th Grade Strings

Time	Content Area	Essential Questions	Content Connections	Skills	Assessments (Formative & Summative)	Resources
1 st Semester	<hr/> Rules & Procedures <hr/> <hr/> Instrument Care <hr/> <hr/> Posture and Bow Hold <hr/> <hr/> Basic Music Literacy and Rhythm <hr/> <hr/> Tone <hr/> <hr/> Intonation <hr/> <hr/> Health Issues in Music <hr/> <hr/> Cultural and Global Issues <hr/> <hr/> Balance & Blend <hr/> <hr/> Performance	<hr/> What are the behavior expectations for the class? <hr/> <hr/> How do I keep my instrument safe at home and at school? <hr/> <hr/> How do I hold my instrument and bow correctly? What are the fundamental techniques necessary to play a stringed instrument? <hr/> <hr/> How do I interpret various music symbols? <hr/> <hr/> How do I play with a steady tone? <hr/> <hr/> How do I play with accurate pitch? <hr/> <hr/> What are major health issues in music? How do I protect my hearing? What is tension and how do I play tension-free? <hr/> <hr/> What was music like in ancient times? How can I apply my understanding of another culture to my music? <hr/> <hr/> What skills do I need to respond to other musicians? <hr/> <hr/> How do I create an accurate and expressive performance?	<hr/> School wide student behavior expectations <hr/> <hr/> Science- how temperatures change sound, intonation; understanding of decibels <hr/> <hr/> Math- note values, meter, and music theory. <hr/> <hr/> English- Critique performances; read articles; create presentations <hr/> <hr/> History- Era, genre and music history <hr/> <hr/> Foreign language- music terminology <hr/> <hr/> Other arts- skits, singing, visual art <hr/> <hr/> Phys Ed and Health- -Hearing protection; -Keeping a steady beat through body movement; -Stretching and relaxing the body through exercise.	<hr/> *Class Etiquette <hr/> <hr/> *Performance Etiquette <hr/> <hr/> * Keep track of instrument and keep it safe <hr/> <hr/> *Play with good posture, bow hold, tone, intonation <hr/> <hr/> *Perform Grade 1-1 ½ Music <hr/> <hr/> *Begin to build leadership skills <hr/> <hr/> *Perform 6th grade level scales with good tone, posture, intonation, and steady beat <hr/> <hr/> *Balanced ensemble performance <hr/> <hr/> * Recognize note values in simple and compound meters. <hr/> <hr/> *Use steady tone while performing music. <hr/> <hr/> *Perform with expression and technical accuracy with very few mistakes. <hr/> <hr/> * Learn about music and issues in other cultures and apply knowledge <hr/> <hr/> * Apply knowledge of physical wellness	<hr/> * Formal winter performance <hr/> <hr/> *Individual student assessment and self-reflection. <hr/> <hr/> * Listen to a recording of playing and reflect <hr/> <hr/> *Daily observations by instructor <hr/> <hr/> *Peer feedback <hr/> <hr/> *Community Feedback <hr/> <hr/> *Individual Playing Exams <hr/> <hr/> *Written Tests <hr/> <hr/> * Projects and review games	<hr/> Orchestra Handbook <hr/> <hr/> Syllabus <hr/> <hr/> Sheet Music <hr/> <hr/> Essential Elements books <hr/> <hr/> Videos <hr/> <hr/> Software: Finale, Sibelius <hr/> <hr/> Internet, SmartMusic <hr/> <hr/> Publications <hr/> <hr/> CDs <hr/> <hr/> Live performances

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2 nd S e m e s t e r	Review Rules & Procedures	What are the behavior expectations for the class?	School wide student behavior expectations	*Class & performance Etiquette	* Formal spring performance	Orchestra Handbook Syllabus Sheet Music Essential Elements books Videos Software: Finale, Sibelius Internet, SmartMusic Publications CDs Live performances
	Tuning	What should my open strings sound like? How do I adjust my strings using my fine tuners? How do I listen to and match others' pitch?	Science- how temperatures change sound, intonation; understanding of decibels	*Balanced ensemble performance *Perform grade 1-2 music.	* Perform at PTO meetings *Individual student assessment and self-reflection. * Listen to a recording of playing and reflect	
	Articulation	What are basic kinds of articulation? How do I produce them on my instrument?	Math- note values, meter, and music theory.	*Perform 6th grade level scales with good tone, posture, intonation, and steady beat	*Daily observations by instructor *Peer feedback *Community Feedback *Individual Playing Exams *Written Tests	
	Dynamics	What are dynamics? How do I play dynamics with a steady tone? How do I adjust dynamics for balance, blend and style?	English- Critique performances; read articles; create presentations	* Recognize note values in simple and compound meters.	* Projects and review games * All-County Audition and Performance	
	Composition	How do I apply my knowledge of music symbols and techniques to compose and improvise my own pieces according to specified guidelines?	History- Era, genre and music history	*Achieve characteristic and consistent pitch while performing music.		
	Cultural and Global Issues	What was music like in Medieval and Renaissance times? What is jazz music? How can I apply my understanding of another culture to my music?	Foreign language- music terminology	*Perform with expression and technical accuracy with very few mistakes.		
	Performance & Expression	How do I create an accurate and expressive performance? How do I convey my meaning to the audience?	Other arts- skits, singing, visual art	*Recognize expressive elements such as dynamics, timbre, blending, and phrasing in simple meters		
	Music Careers	How do I create an accurate and expressive performance? How do I convey my meaning to the audience?	Phys Ed and Health- -Hearing protection; -Keeping a steady beat through body movement; -Stretching and relaxing the body through exercise.	*Recognize standard notation symbols for basic elements such as pitch, rhythm, dynamics, tempo, articulation, and expression. *Create simple rhythmic and/or melodic compositions using a variety of traditional or non-traditional sound, notation, and technological sources.		