

PARENT A GLANCE

Find out what your child is **learning** and how to **help**.

| Subject | 6th | 7th | 8th | | |
|----------------------------------|---|---|--|--|--|
| Ideas students are learning | Music symbols and terms; composition; shadow bowing | Open string tuning; harmonic tuning (basses); articulations; double stops; vibrato; diverse styles & musical forms | Open string tuning; tuning by fifths; music of diverse styles and various musical forms; UIL sight-reading procedures | | |
| Skills | Students will compose simple rhythm patterns using music notation; finger music silently while shadow bowing | Students will identify when string is in tune; play articulations deliberately; play open string double stops with quality tone | Students will shadow bow and finger through music as directed by teacher and use UIL Sight-reading Procedures regularly | | |
| Work and assignments to look for | Practice Melodies should include - "Au Clair De La Lune"; "Frere Jacques"; "At Pierrot's Door" | Students will perform daily: long tone exercises, finger patterns, scales, rhythm exercises, various bow technique exercises | Students will perform daily: long tone exercises, finger patterns, scales, rhythm exercises, various bow technique exercises | | |
| Questions Parents Can Ask | How does the way you hold your instrument / bow affect the way you play? Why is it important to know how to read / write music? | Why is it important to listen to various styles of music, and how does it affect the way the piece should be performed? | How does reading music & understanding musical notation / symbols help you to be a better musician? | | |
| Special Notes | Consistent, quality practice of melodies at slow tempos & until they can be played accurately before playing them faster. | Consistent, quality practice of melodies at slow tempos & until they can be played accurately before playing them faster. | Much practice is require to competently play from music notation; encourage participation in solo / ensemble contest | | |