<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>6th Grade Orchestra</th>
<th>7th Grade Orchestra</th>
<th>8th Grade Orchestra</th>
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<tbody>
<tr>
<td>Ideas students are learning</td>
<td>Tone Production; Form; Musicality; Reading Skills; Composition; Stylistic Techniques; Periods of Music / Culture; History</td>
<td>Bow Technique; Shifting; Appropriate Concert Etiquette; Performance &amp; Evaluation; Reading Skills; Tone Production; Vibrato</td>
<td>Bow Technique; Note / Rhythm Recognition; Open / Harmonic Tuning; Performance / Evaluation; Shifting; Vibrato</td>
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<td>Skills</td>
<td>Plays 1- octave G, C, &amp; D Major scales by memory w/good intonation; Plays prepared music accurately &amp; confidently</td>
<td>Communicate connections between music &amp; other content areas; Creates / identify musical phrases</td>
<td>Plays complete works of music from diverse genres, styles, time periods, and cultures</td>
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<td>Work and assignments to look for</td>
<td>D, C &amp; G Major scale in-tune w/good tone; long tones as well as selected rhythms &amp; music for Beginner Showcase</td>
<td>Relate music to math, literature / written language, science, art / architecture, historical / societal norms, geography</td>
<td>Students will identify / discuss the form, setting, &amp; relevance of music performed as well as related music / materials</td>
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<td>Questions Parents Can Ask</td>
<td>What determines the names of the lines / spaces on a staff? Why is it important to read music without help?</td>
<td>When reading do you have to ask how to pronounce every word from your teacher &amp; how is this the same in sight-reading?</td>
<td>How are the musics from other cultures the same as ours &amp; how are they different? How can culture affect what is written?</td>
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<td>Special Notes</td>
<td>Ensure students play their instruments for you at home w/a straight chair and music stand - this will allow for good posture</td>
<td>Much practice is required to competently play from music notation; Students are preparing for UIL / Spring Festivals</td>
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