

Music: Grade Six

<p>Content Standard #6 Music Each student will have acquired basic music understandings and proficiencies.</p>
<p>Standard #6.1 Expression of Music</p>
<p>Standard #6.2 Creation of Music</p>
<p>Standard #6.3 Theory of Music</p>
<p>Standard #6.4 Aesthetic Valuation of Music</p>

Description

The 6th grade music course is a quarter-long music class. Students will learn the basics of singing technique and solfege. They will sing music in unison and 2 parts. Students will gain confidence by singing in class and at various performances. They will learn to appreciate music and singing with a group.

Time Allocation
42 minutes per day for one quarter

Assessments
Weekly singing tests
Theory or composer tests
Composition project
Performances

Resources
Choral music
Finale Notepad software
Accompaniment tracks
Dry-erase boards and markers
Internet websites
Performances: Quarter performance
 Holiday Extravaganza (optional)
 Jesse B. Fitzsimmons assembly

Grades and Achievement Levels
Grades are based on class participation, completion of assignments, and projects. Achievement rating is based on mastery of content skills and processes. The rating is based upon the student's attainment of the grade level expectations.

Essential Concepts: Music Grade Six

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ul style="list-style-type: none"> • Music performance in unison and two parts accurately and expressively at the minimal level of 1 on the difficulty rating scale • Performing music accurately and expressively at the first reading • Demonstration of understanding of major and minor scales 	<ul style="list-style-type: none"> • Creating melodic and rhythmic patterns • Improvising call-and-response patterns • Starting and completing a one-page Composition Project each quarter • Creating small compositions in computer lab • Creating rhythmic and melodic phrases on dry-erase boards 	<ul style="list-style-type: none"> • Identification of rhythmic and melodic patterns in musical examples • Notating level .5 compositions using the appropriate clef for instrument and/or voice • Analysis of a beginning level composition or performance using musical elements • Understanding basic musical terms • Active listening to and critiqued pieces of music 	<ul style="list-style-type: none"> • Determining strengths and weaknesses in musical performances according to specific criteria • Describing music’s role in the human experience and ways music is used and enjoyed in society • Composers from the Baroque, Classical, and Romantic eras, and 20th/21st Century

Expectations: Music Grade Six

<p>#6.1 Expression of Music</p>	<p>#6.2 Creation of Music</p>	<p>#6.3 Theory of Music</p>	<p>#6.4 Aesthetic Valuation of Music</p>
<ol style="list-style-type: none"> 1. Sang in unison and two parts (level 1) with correct body position/instrument position 2. Responded to conductor's cues of tempo; dynamics; and 2/4, 3/4, and 4/4 time 3. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications 4. Maintained consistent tone quality, intonation, balance, blend, and phrasing when sight reading 5. Sang two major scales in keys appropriate for their voice 6. Sang one minor scale in keys appropriate for their voice 	<ol style="list-style-type: none"> 1. Notated a combination of simple melodic patterns with structured parameters using current technology with or without tonal accompaniment 2. Notated a combination of simple rhythmic patterns with structured parameters using current technology with or without tonal accompaniment 3. Demonstrated preparatory improvisations using a two- to four-note call and response rhythmically 4. Demonstrated preparatory improvisations using a two- to four-note call and response melodically 	<ol style="list-style-type: none"> 1. Identified and demonstrated rhythms within musical examples that incorporated eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter signatures 2. Demonstrated alteration of written rhythms within musical examples, using pp/f, largo/allegro, legato/staccato and application of accents as found in a beginning level composition 3. Identified and transcribed or demonstrated notes in alto, bass, or treble clefs in appropriate vocal settings; can also include guitar tablature identification 4. Notated a major scale and its relative minor 5. Described, using a minimum of two markings (dynamic and tempo) when analyzing a musical example 6. Analyzed articulation, dynamics and tempo during performances 7. Used current classroom repertoire, identified I, IV, V chords 	<ol style="list-style-type: none"> 1. Identified criteria used in evaluating various kinds of musical performances 2. Employed basic specific music terminology related to elements of performance and evaluation to discuss a music performance 3. Related and discussed how various aesthetic qualities communicate images, feelings, or emotions in specific musical works 4. Discussed potential influence of music on emotions and behavior 5. Categorized a listening library of music literature and repertoire that represents various styles and cultures from a span of musical eras