

Sixth Grade

Understanding music in relation to history and culture

Standard 1 (ACS: B 1 – B 9)

Students develop an understanding of the relationship of music to the historical period in which it was composed. They describe how the elements of music are used in examples from world cultures. They also discuss the uses of music in everyday life and throughout history.

- ♪ 6.1.1 Research the historical origins of musical styles as well as the cultures that produced them.
 - ❖ Example: Explore the development of rock music and the historical and technological developments that influenced its growth.
- ♪ Discuss suitable music for various occasions.
 - ❖ Example: Discuss the role of music in political campaigns and television advertising.
- ♪ 6.1.3 Compare and contrast the different roles of musicians in many cultures and settings.

Evaluating and critiquing music and music performances

Standard 2 (ACS: C 1 – C 5)

Students develop criteria for high musical quality. They explain personal preferences for musical styles and pieces using proper terminology. They also constructively evaluate the quality of their performances and the performances of others. The students discuss the importance of proper concert behavior and demonstrate it.

- ♪ Write a personal and classroom rubric, which will be used to evaluate performances and compositions.
- ♪ Discuss likes and dislikes of certain composers, styles, and pieces, using familiar terms.
- ♪ Discuss appropriate audience behavior for musical events and exhibit that behavior at a public concert.

Singing alone and with others

Standard 3 (ACS: A 1 – A 5)

Students sing on pitch and in rhythm, with proper tone, diction, posture, and with a steady tempo. They sing accurately, expressively, and with good breath control while they observe the indicated dynamics, phrasing, and interpretation. They also sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, rounds, and two-part songs. Students in sixth grade sing in groups, blending vocal timbres, matching dynamic levels, and following a conductor's cues.

- ♪ 6.3.1 Sing warm-ups that stress diction, posture, pitch, breath control, and attention to the conductor.
- ♪ 6.3.2 Sing acapella in small or large ensembles, with appropriate dynamics, phrasing, and articulation.
- ♪ 6.3.3 Sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, and rounds.
- ♪ 6.3.4 Sing music written in two parts.

Playing an instrument alone and with others

Standard 4 (ACS: A 1 – A 5)

Students perform a variety of works on one instrument accurately, expressively, and independently, alone or in a group, following the directions of a conductor. They perform or echo easy rhythmic, melodic, and chordal patterns accurately. They also perform independent instrumental parts while other students play or sing contrasting parts.

- ♪ 6.4.1 Echo a short pattern on a rhythmic or melodic instrument.
- ♪ 6.4.2 Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate tempo and dynamics while watching a conductor.
- ♪ 6.4.3 Play a pattern of I and V chords.
 - ❖ Example: Using a keyboard, fretted or mallet instrument, play basic chords that accompany a piece or a class song.
- ♪ 6.4.4 Play a melody on a recorder or another melodic instrument, using the dynamics and tempo indicated by the conductor or the score.
- ♪ 6.4.5 Play a variety of music expressively and independently of others.

Reading, notating, and interpreting music

Standard 5 (ACS: A 1 – A 4)

- ♪ 6.5.1 Read and notate whole, half, dotted half, quarter, dotted quarter, eighth, eighth note triplets, dotted eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4 meter signatures. Read and notate eighth, dotted quarter and dotted half notes within a 6/8-meter signature.

- ♪ 6.5.2 Read given pitch patterns using solfège, numbers, or letter names. Notate the major scale pattern of half steps and whole steps.
- ♪ 6.5.3 Sight-read simple melodies in treble and bass clefs.

Improvising melodies and accompaniments

Standard 6 (ACS: A 1 – A 5)

Students invent simple melodic, rhythmic, or harmonic accompaniments to a piece or excerpt. They devise simple melodic embellishments to known melodies. Students also improvise short, unaccompanied melodies to be played or sung over given accompaniments. Students read, perform, and notate music notation in simple meters, plus 6/8 meter. They identify and correctly observe symbols and terms for dynamics, tempo, and articulation while playing. Students in grade six sight-read melodies in treble and bass clef.

- ♪ 6.6.1 Create a pattern of I, IV and V chords to accompany a song.
- ♪ 6.6.2 Create a rhythmic or melodic ostinato to play against a given melody.
- ♪ 6.6.3 Invent a rhythmic or melodic embellishment to a known theme.

Composing and arranging music within specified guidelines

Standard 7 (ACS: A 1 – A 5)

Students create and arrange music to accompany readings or dramas. They use several sound sources when composing or arranging.

- ♪ 6.7.1 Create a short piece or song to accompany a drama or reading, using duple meter at least ten to twelve measures long.
- ♪ 6.7.2 Create or assist in creating a fully original composition.
 - ❖ Example: As a class project, create an original opera or musical revue. Participate by helping with the words or music.
- ♪ 6.7.3 Select instruments or sounds to be added to a piece being written.

Listening to, analyzing, and describing music

Standard 8 (ACS: C 1 – C 4)

Students identify musical forms when they are heard, as well as the sound of a major or minor tonality (key). They listen to examples of music that derive from various cultures and styles, and discuss them using appropriate musical terms. They also identify the sounds of voices and musical instruments. Students respond to musical events through movement.

6.8.1 Diagram musical forms such

Example: Listen to Benjamin Britten's "Young Person's Guide to the Orchestra" and identify the form as well as how that form is heard in the music.

- ♪ 6.8.2 Upon listening to and performing numerous examples of works in major and minor keys correctly identify examples as major or minor.
- ♪ Identify musical instruments or voice types by sound.
 - ❖ Example: Name the instruments in "Young Person's Guide to the Orchestra" as they are being played.
- ♪ 6.8.4 Write a description of a musical work studied, using appropriate terms.
- ♪ 6.8.5 Use movement to represent the musical qualities or changes heard in a piece.
 - ❖ Example: As part of a class activity, create a multi-media presentation to be given as a known piece is heard, utilizing movement, lighting, and props.

Understanding relationships between music, the other arts, and disciplines outside the arts

Standard 9 (ACS: A 6; A7; B9; C 8; D 1 – D 8)

Students identify similarities and differences in the terms used in the arts. They name similarities and differences in the terms used in music and in other subject areas.

- ♪ 6.9.1 Compare and contrast two or more meanings of terms used in the arts, such as unity and variety.
 - ❖ Example: Talk about how unity and variety are found in architecture, paintings, dance, and drama.
- ♪ 6.9.2 Compare and contrast common terms used in music and other subject areas.

- ❖ Example: Tell how sound is created and relate this to string instruments and percussion instruments.
- ♪ 6.9.3 Study a particular musical style and explore its relevance to other art forms.
- ❖ Example: Research Impressionistic music and its relationship to visual art.
- ♪ Investigate careers in the music world including the study of the culture of music.