

# Music

## GRADE SIX

### STANDARD 1

*The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.*

**To meet this standard, the student will:**

#### **Benchmark 6.1.1: Read and notate music.**

##### **Indicators:**

- 6.1.1.1 Read correctly familiar and unfamiliar music that contains whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time.
- 6.1.1.2 Recognize that specific pitches may be represented by notes placed on a staff.
- 6.1.1.3 Distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step).
- 6.1.1.4 Recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff.
- 6.1.1.5 Recognize that unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously.
- 6.1.1.6 Demonstrate understanding of the meaning of the sharp, flat, and natural symbols.
- 6.1.1.7 Explain the use of key signatures and identify the key (e.g., G major) of music they sing or play.
- 6.1.1.8 Recognize the major scale through listening and in notation.
- 6.1.1.9 Begin to sing or play the major scale in keys that occur in the music they sing or play.
- 6.1.1.10 Read correctly familiar and unfamiliar songs, using their knowledge of sharps, flats, and naturals
- 6.1.1.11 Read correctly familiar and unfamiliar songs, using their knowledge of sharps, flats, and naturals, and key signatures.
- 6.1.1.12 Recognize the major scale through listening and in notation.
- 6.1.1.13 Sing and play the major scale in keys that they encounter in the music they perform.

#### **Benchmark 6.1.2: Listen to, analyze, and describe music.**

##### **Indicators:**

- 6.1.2.1 Recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments).
- 6.1.2.2 Identify different kinds of tone color in various performing ensembles (e.g., Inuit singing group, Mariachi band, string quartet).
- 6.1.2.3 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance").
- 6.1.2.4 Describe how the various elements of music are used to create mood in two pieces of music in different styles.
- 6.1.2.5 Identify simple structural patterns in music that they sing, play, or hear (e.g., the pattern AABA in a simple four-lined folk song).
- 6.1.2.6 Identify the tempo of various pieces of music.
- 6.1.2.7 Identify music that consists of a single line as monophonic (e.g., a song).
- 6.1.2.8 Identify the type of texture in music from a variety of cultures and historical periods (homophonic, polyphonic).
- 6.1.2.8 Describe, through listening, the main characteristics of pieces of music from the Baroque and
- 6.1.2.9 Classical periods (e.g., Water Music by Handel, Clarinet Concerto in A, K.622, by Mozart).

*Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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- 6.1.2.10 Identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force).
- 6.1.2.11 Conduct pieces in 4/4, 2/4, and 3/4 time, using standard conducting patterns.
- 6.1.2.12 Demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns).

**Benchmark 6.1.3: Evaluate music and music performances.**

**Indicators:**

- 6.1.3.1 Explain, using appropriate musical terminology, their preference for specific songs or pieces of music.
- 6.1.3.2 Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

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## GRADE SIX

### STANDARD 2

*The student uses music knowledge and skills to produce creative works.*

**To meet this standard, the student will:**

**Benchmark 6.2.1: Sing alone and with others, a varied repertoire of music.**

**Indicators:**

- 6.2.1.1 Use their voices expressively as they speak, chant, and sing.
- 6.2.1.2 Sing expressively, showing an understanding of the text.
- 6.2.1.3 Sing expressively, giving particular attention to using suitable dynamics.
- 6.2.1.4 Sing expressively, giving particular attention to using suitable tempi.
- 6.2.1.5 Sing expressively, showing awareness of different tone colors.
- 6.2.1.6 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- 6.2.1.7 Reproduce specific pitches in call-and response activities (e.g., singing games).
- 6.2.1.8 Sing a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.
- 6.2.1.9 Sing expressively, giving particular attention to using suitable phrasing.
- 6.2.1.10 Demonstrate an understanding of correct breathing technique and posture when singing.
- 6.2.1.11 Demonstrate knowledge of techniques to produce a clear and open head tone while singing.

**Benchmark 6.2.2: Perform on instruments alone and with others, a varied repertoire of music.**

**Indicators:**

- 6.2.2.1 Perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use instruments, or "found" materials.
- 6.2.2.2 Play simple melodies and accompaniments on instruments.
- 6.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- 6.2.2.4 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.
- 6.2.2.5 Play expressively, giving particular attention to using suitable dynamics.
- 6.2.2.6 Play expressively, giving particular attention to using suitable tempi.
- 6.2.2.7 Sing or play expressively, showing awareness of different tone colors.
- 6.2.2.8 Play expressively, giving particular attention to using suitable phrasing.
- 6.2.2.9 Demonstrate an understanding of correct breathing technique and posture when playing.

**Benchmark 6.2.3: Improvise melodies, variations, and accompaniments.**

**Indicators:**

- 6.2.3.1 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments.
- 6.2.3.2 Create sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials.
- 6.2.3.3 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

*Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator*

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- 6.2.3.4 Sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Yellow Submarine").

**Benchmark 6.2.4: Compose and arrange music within specified guidelines.**

**Indicators:**

- 6.2.4.1 Create musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials.
- 6.2.4.2 Create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds).
- 6.2.4.3 Create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star").
- 6.2.4.4 Substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody.
- 6.2.4.5 Create simple patterned movement to familiar music, using their knowledge of beat and rhythm.
- 6.2.4.6 Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments, using their knowledge of beat, rhythm, tone color, and melody.
- 6.2.4.7 Create and perform a song based on a scene from a story or poem.

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### STANDARD 3

*The student uses critical thinking to relate music to life outside of music class.*

**To meet this standard, the student will:**

**Benchmark 6.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.**

**Indicators:**

- 6.3.1.1 Demonstrate an awareness of music as a part of daily life.
- 6.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., painting, computer animation).
- 6.3.1.3 Recognize that mood can be created through music (e.g., in a work such as Carnival of the Animals by Saint-Saëns).
- 6.3.1.4 Describe briefly the construction and use of an instrument (e.g., European flute, gong in a Javanese gamelan).

**Benchmark 6.3.2: Understand music in relation to history and culture.**

**Indicators:**

- 6.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).
- 6.3.2.2 Express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda").