

# 6th Grade Curriculum\*

## Singing

### ***Students in general music classes:***

1. TLW demonstrate different types of voices including head voice, chest voice, and speaking voice.
2. TLW demonstrate pitch matching through call and response, the implementation of solfege, and breath support.
3. TLW sing the correct solfege and intervals of all the notes in a major and minor scale within an ensemble.
4. TLW sing expressively and with technical accuracy.

### **Students in choral classes:**

1. TLW demonstrate different types of voices including head voice, chest voice, and speaking voice.
2. TLW demonstrate pitch matching through call and response, the implementation of solfege, and breath support.
3. TLW sing the correct solfege and intervals of all the notes in a major and minor scale within an ensemble.
5. TLW demonstrate vocal harmony in 2 and 3 part music.
6. TLW sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of one on a scale of one to six, including some songs performed from memory.
7. TLW sing music representing diverse cultures and genres with appropriate expression.

### **Students in instrumental classes:**

1. TLW use singing to demonstrate an understanding of their instrumental music.

## Instrumental

### ***Students in general music classes:***

1. TLW perform on at least one classroom instrument accurately and independently, alone and in small and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control.
2. TLW play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

### **Students in choral classes:**

1. TLW play accurately and independently on a classroom instrument, alone and in small and large ensembles.
2. TLW demonstrate basic piano skills.
3. TLW play simple melodies and accompaniments on an instrument.

### **Students in instrumental classes:**

1. TLW perform on at least one instrument accurately and independently, alone and in small

and large ensembles, and with good posture, good playing position, and good breath, bow, or stick control.

2. TLW perform, with expression and technical accuracy on a band instrument, a repertoire of instrumental literature with a level of difficulty of one on a scale of one to six.
3. TLW perform music representing diverse genres and cultures, with appropriate expression and style.
4. TLW play by ear simple melodies on a band instrument.

## **Read and Notate**

### ***Students in general music classes:***

1. TLW read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.
2. TLW sight-read simple melodies in both the treble and bass clefs.
3. TLW identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

### ***Students in choral classes:***

1. TLW read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.
2. TLW read and write major and minor scales.
3. TLW identify the music terminology and symbols: DC al coda, bass clef, grand staff, sharp, flat, and natural.
4. TLW demonstrate reading and counting (using numbers) whole, half, quarter, and eighth notes and rests.
5. TLW demonstrate proper use of dynamics and repeat signs.
6. TLW demonstrate reading notes on the treble and bass clef staves.

### ***Students in instrumental classes:***

1. TLW read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.
2. TLW sight-read simple melodies in the treble and/or bass clefs.
3. TLW identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression (expand to specific vocab from method books - maybe make similar to choral classes #3)
4. TLW use standard notation to record their musical ideas.
5. TLW sight-read, accurately and expressively, music with a level of difficulty of .5 on a scale of one to six.

## **Improvisation**

### ***Students in general music classes:***

1. TLW improvise simple rhythmic accompaniments.

### ***Students in choral classes:***

1. TLW improvise simple rhythmic variations and simple melodic embellishments on given pentatonic melodies and melodies in major keys.

***Students in instrumental classes:***

1. TLW improvise rhythms on specified pitches to a provided accompaniment.

**Composition*****Students in general music classes:***

1. TLW compose short pieces within specified guidelines, demonstrating the use of the elements of music.
2. TLW use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

***Students in choral classes:***

1. TLW compose short pieces within specified guidelines, demonstrating the use of the elements of music.
2. TLW use traditional or nontraditional notation to represent compositions or arrangements.

***Students in instrumental classes:***

1. TLW compose short pieces within specified guidelines, demonstrating the use of the elements of music.

**Analysis*****Students in general music classes:***

1. TLW describe specific musical events upon listening to a given example, using appropriate terminology.
2. TLW analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.

***Students in choral classes:***

1. TLW identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue).
2. TLW listen to and describe specific music events in a given example, using appropriate terminology.
3. TLW analyze the uses of elements of music upon listening to given examples representing diverse genres and cultures.
4. TLW be able to identify which section of the choir has the melody, counter melody or accompaniment.

***Students in instrumental classes:***

1. TLW listen to and describe specific music events in a given example, using appropriate terminology.
2. TLW listen to and analyze the uses of the elements of music in examples representing diverse genres and cultures.
3. TLW demonstrate knowledge of the basic principles of meter, rhythm, and tonality in their analyses of music.

## Evaluation

### ***Students in general music classes:***

1. TLW develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria to their personal listening, composing, and performing.
2. TLW evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and will offer constructive suggestions for improvement.

### ***Students in choral classes:***

1. TLW know specific criteria that affect the quality and effectiveness of musical performances and compositions.
2. TLW evaluate the quality and effectiveness of their own and others' performances and offer constructive suggestions for improvement.

### ***Students in instrumental classes:***

1. TLW develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their listening, composing, and performing.
2. TLW evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

## History and Culture

### ***Students in general music classes:***

1. TLW describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

### ***Students in choral classes:***

1. TLW describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
2. TLW demonstrate appropriate audience behavior.

### ***Students in instrumental classes:***

1. TLW compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed.

TLW = the learner will

\*Learning targets are listed in the year that they are introduced. All learning targets are successive and will continue to be addressed in subsequent years following their introduction.