

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Music
Grade 6

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Discuss the historical and cultural contexts of music.</p>	<ul style="list-style-type: none"> • 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music. (936.01.a1) • 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed. (936.01.a2) • 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed. (936.01.a2) • 6-8.Mu.1.1.4 Identify the roles of musicians in society. 	<ul style="list-style-type: none"> • • • • Apply critical listening skills to music in their own lives. 	<ul style="list-style-type: none"> • CD library • Videos 	
<p>Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.</p>	<ul style="list-style-type: none"> • 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement. (936.02.a2) • 6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts. 	<ul style="list-style-type: none"> • Apply critical listening skills to music in their own lives. • Aurally recognize and differentiate between operatic, musical, jazz and popular vocal styles. • Apply principles of science in discussions regarding sound. 	<ul style="list-style-type: none"> • Art prints • Videos 	

		<ul style="list-style-type: none"> • Discuss the vocal and instrumental techniques from the stand point of health and anatomy. • Apply critical listening skills to music in their own lives. 		
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Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Conduct analyses in music.	<ul style="list-style-type: none"> • 6-8.Mu.2.1.1 Identify a musical theme. • 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions. • 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works. • 6-8.Mu.2.1.4 Discuss the style of a musical selection. 	<ul style="list-style-type: none"> • Aurally recognize and differentiate between operatic, musical, jazz and popular vocal styles. • Aurally recognize and differentiate between operatic, musical, jazz and popular vocal styles. • Aurally recognize and differentiate between operatic, musical, jazz and popular vocal styles. • Aurally recognize and differentiate between operatic, musical, jazz and popular vocal styles. 	<ul style="list-style-type: none"> • CD library • Classroom instruments 	
Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.	<ul style="list-style-type: none"> • 6-8.Mu.2.2.1 Describe the significance of music in contemporary society. (938.02.a3) • 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology. 	<ul style="list-style-type: none"> • Apply critical listening skills to music in their own lives. • Apply critical listening skills to music in their own lives. 	<ul style="list-style-type: none"> • CD library • Videos • Teacher designed lessons and materials 	

	(973.03.a1)			
	<ul style="list-style-type: none"> 6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire. (940.03.a4) 6-8.Mu.2.2.4 Debate copyright issues in music. (938.03.a3) 6-8.Mu.2.2.5 Develop criteria for high musical quality. (938.03.a2) 6-8.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2) 	<ul style="list-style-type: none"> Apply critical listening skills to music in their own lives. Apply critical listening skills to music in their own lives. Apply critical listening skills to music in their own lives. Apply critical listening skills to music in their own lives. 		

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate a method of consistent musical practice.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Utilize concepts essential to music.	<ul style="list-style-type: none"> 6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1) 6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff). 6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2) 	<ul style="list-style-type: none"> Sing harmony in thirds and sixths. Sight sing pentatonic melodies. Perform natural minor scale. Compose and perform non-pitched percussion ensembles with three instruments, eight measures in length and incorporating tempo and dynamics. 	<ul style="list-style-type: none"> Teacher designed lessons and materials Varied song and instrument literature Instruments 	<ul style="list-style-type: none"> minor scale dotted quarter notes pentatonic

	<ul style="list-style-type: none"> • 6-8.Mu.3.1.4 Articulate a method of consistent musical practice. 	<ul style="list-style-type: none"> • Add dotted quarter notes in 4/4, 3/4 and 6/8. • Use basic tempo and musical terms in performance. • Sight sing pentatonic melodies. • Perform natural minor scale. • Apply critical listening skills to music in their own lives. 		
<p>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</p>	<ul style="list-style-type: none"> • 6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3) • 6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1) • 6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing. 	<ul style="list-style-type: none"> • Perform natural minor scale. • Add dotted quarter notes in 4/4, 3/4 and 6/8. • Use basic tempo and musical terms in performance. • Sing harmony in thirds and sixths. • Continue to develop breath control, phrasing, enunciation, range and intonation and demonstrate healthy use of the voice. • Understand relationship of diction to intonation; sing expressively and with reasonable technical accuracy. • Follow conductors nuances of expression. • Understand relationship of diction to intonation; sing expressively and with reasonable technical accuracy. • Use basic tempo and musical terms in performance. 		

<p>Goal 3.3: Communicate through music with creative expression.</p>	<ul style="list-style-type: none"> • 6-8.Mu.3.3.1 Create a melody when given specific guidelines. (872.03.a1) • 6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator. (940.03.a) • 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1) 	<ul style="list-style-type: none"> • Compose and perform non-pitched percussion ensembles with three instruments, eight measures in length and incorporating tempo and dynamics. • Compose and perform non-pitched percussion ensembles with three instruments, eight measures in length and incorporating tempo and dynamics. • Perform natural minor scale. • Compose and perform non-pitched percussion ensembles with three instruments, eight measures in length and incorporating tempo and dynamics. 	<ul style="list-style-type: none"> • Teacher designed lessons and materials • Varied song and instrument repertoire • Instruments 	
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