Sixth Grade Music

Standard 1 (Singing): The student will develop the voice and body as instruments of musical expression.

Objective 1: Demonstrate ability to sing in tune on an assigned part, with expression, accuracy, and free from strain.

a. Sing a variety of simple songs in tune, in a **natural voice**, free from strain. Include **descants**, melodic **ostinato**, counter melodies, rounds, call/response, and spoken/sung accompanying chants.
b. Use the speaking and singing voice in a creative way to characterize a chosen text.
    - Strategy example: Consider local accents; animal, nature, and machinery sounds; manipulation of pitch, **dynamics**, **tempo**, **timbre**.
c. Decide success in singing an assigned part.
d. Evaluate group success in singing expressively.
    - Strategy example: Think about phrasing, tempo, dynamic levels, clear enunciation, staccato/legato, staying together, using a natural voice free from strain. (See Theater Core.)
e. Rate success in sight reading short melodic patterns together.
    - Strategy example: Include all pitches in the pentatonic scale and all **note values** previously studied.

Objective 2: Use body movement to internalize sounds.

a. Demonstrate the difference between **beat** and **rhythm**.
b. Show changes in melodic direction, dynamics, timbre, tempo, rhythm, **form**, mood, **texture**, and style through body movement.
    - Strategy example: Alter the type of body energy, posture, shape, level, floor patterns, locomotor steps, etc., to reflect the style of the music. (See Dance Core.)

Objective 3: Discover how songs, singing games, and dances relate to various cultures in the history of the world. (See Social Studies Core.)

a. Share songs, instruments, and music enjoyed by various cultures in the history of the world.
b. Describe how music is used by cultures in world history.
c. Play singing games, enjoy traditional folk dances and patriotic songs that have originated in the cultures of the world, and explain what they mean personally.

Standard 2 (Playing): The student will play instruments as a means of musical expression.

Objective 1: Discover and demonstrate sounds on simple instruments of the classroom and various cultures.

a. Demonstrate various tone colors and effects of simple instruments.
b. Judge success in using proper playing and handling techniques of classroom instruments.
c. Add instrumental sounds to known songs of various cultures. (See Social Studies Core.)

Objective 2: Perform independently or with others simple melodies and accompaniments on classroom instruments.

a. Evaluate success in playing with a beautiful tone, precision, and expression on a variety of classroom instruments.
b. Judge success in playing simple melodies on the recorder or keyboard by rote and/or note reading.
c. Evaluate success in playing even, dotted, and syncopated rhythm/melody patterns in echo to teacher.
d. Determine success in playing according to the style of the music.
    - Strategy example: Identify the style of the music. Review and use the playing characteristics of the style; e.g., slide into pitches, no vibrato, staccato/legato.

Standard 3 (Creating): The student will create music through improvising, arranging, and composing.

Objective 1: Create original music and add expression and style to existing music.

a. Improvise simple rhythm and/or melody patterns to echo back and forth and manipulate in a variety of ways to create various styles, first with the voice and then with found sounds or instruments.
b. Improvise a soundtrack for a story and/or a poem.
    - Strategy example: Consider effects with dynamics, timbre, pitch, texture, and tempo. Plan, practice, and perform it for classmates.
c. Create, plan, practice, and perform a familiar song in various styles.
d. Create together a new song and/or a new chant ("rap").
    - Strategy example: In whatever order works, do the following: As a class, choose the subject, compose the verse, and consider using some of the simple improvised rhythm/melody patterns created together above. Select a style of music. Determine the kind of rhythm, melody, timbre, form, and texture the style needs. Work together. Plan, practice, and perform it for each other. Consider recording it.

e. Build and demonstrate a simple instrument to provide sound effects for any of the above projects.
f. Compare and contrast creating style in music with creating style in dance movements, paintings, stories, plays, statues, buildings, commercials, movies, etc.

Objective 2: Express ideas, thoughts, and emotions aesthetically through singing, playing, and/or creating.

a. Exhibit through music an appreciation for the subtle beauties inherent in everyday life.
    - Strategy example: Select and express through music an idea, thought, or feeling found in the world; e.g., nature, dance, a picture, a movie, a story, real life.
b. Balance reason and emotion in creating, practicing, and performing.

Objective 3: Use the **staff** system to document arrangements and compositions limited rhythmically to beamed sets of 4 sixteenth notes, whole note/rest, half note/rest, dotted half note, quarter note/rest, and eighth note pairs; and limited melodically to *ti, fa, do, re, mi, so, la.*

a. Notate as a class short rhythm and pitch patterns created by the teacher, individuals, and the class.
b. Explain fermata, tempo markings, sixteenths, half notes, dotted half notes, 2/4, 3/4, and 4/4 **meter**, and the subsequent bar lines and measures in rhythm patterns.
c. Identify and explain the various intervals in pitch patterns notated on staff and the use of **ledger lines**.
d. Draw and explain the use of **sharps**, **flats**, and **key signatures**.

Standard 4 (Listening): The student will listen to, analyze, and describe music.

Objective 1: Recognize quality while creating music performances.

a. Examine personal success and the achievement of others in stage presence; watching the conductor; keeping a steady beat; singing in a voice free from strain; using proper playing and handling techniques of instruments; performing correct volume, pitches, and rhythm; starting and stopping together.
b. Formulate suggestions for improvement in musical performances referring to the skills listed above.
c. Plan, practice, self-assess, refine, present, and reflect on a simple performance that demonstrates all of the skills learned in each of the standards.
    - Strategy example: Use this as the culminating activity for the last six weeks of each semester. Create together a program which combines and showcases the skills and knowledge gained in music, art, dance, drama, history, etc.

Objective 2: Perceive and respond to the messages in music and the use of music elements.

a. Explain, demonstrate, and judge own ability to exhibit appropriate audience etiquette according to type of musical performance. (See Theater Core.)
b. Explain how the music can communicate a certain meaning or serve a specific purpose.
    - Strategy example: Describe what the music makes one think about or what it is saying personally. As a class, construct possible meanings or purposes of the music. How do various styles affect the meaning and/or purpose of a piece of music? How does musical style help to express ideas, feelings, places, times?
c. Analyze and demonstrate how timbre, rhythm, melody, form, texture, and performing style are used to create styles of music.
d. Describe and identify the following styles in familiar songs and listening selections: jazz, popular, classical, folk, rock, gospel, hymns/anthems, spirituals, country, blues, rhythm and blues, bluegrass.
e. Explain the differences between these types of music: opera, symphony, ballet, oratorio, suite, concerto, musical.
f. Identify major and minor sounds in familiar songs and listening selections.
g. Demonstrate familiarity with suggested listening selections.
    - Strategy example: Identify the piece on hearing the music by telling a story connected with the writing of the piece and/or naming the title or composer. After being told the composer/title, hum the tune, tap the rhythm, or describe the music in terms of pitch, volume, tempo, timbre, and style.
h. Summarize personal preferences in music selections according to excellence of performance, meaning/purpose, and use of music elements.
i. Hypothesize the universal message, meaning, and/or purpose of the music.

Suggested listening for sixth grade:

Examples of Styles: (Select additional examples as desired)

Folk: *Simple Gifts*, *The Water is Wide*, *Annie Lee*
Gospel: *Rock-a My Soul*
Popular: *Lean On Me*, *Top of the World*
Jazz: *I Got Rhythm*
Minor Key: *Joshua Fought the Battle of Jericho*
Big Band: Miller, *In the Mood*
Choral: Bach, *Jesu, Joy of Man's Desiring*
Opera: Rossini, *Barber of Seville,* "Largo al factotum;" Bizet, *Carmen*, "Habanera," "Toreador's Song;" Mozart, *Marriage of Figaro,* "Voi Che Sapete"
Overture: Brahms, *Academic Festival Overture*; Mozart, *Marriage of Figaro*
Oratorio: Handel, *Messiah,* "Hallelujah Chorus"
Ballet: Review *Nutcracker, Firebird, Rodéo*
Symphony: Review Haydn, *Surprise Symphony* ; Beethoven, *5th Symphony*, Movement 1; Mozart, *Symphony No. 40,* Movement 1
Musical: Review 4th grade suggestions; Bernstein, *West Side Story*
Concerto: Gershwin, *Piano Concerto in F*, Movement III; Review Vivaldi: *The Seasons*

These particular masterworks are chosen for their appeal, their potential in demonstrating different music elements, and their suitability to this grade level. There are many other selections which could be substituted and/or added to the list. Consider equally powerful works from the various "non-Western" cultures of the world.