

Curriculum

Content Area:	VOCAL MUSIC	Grade Level:	6
MLR Content Standard:	A. CREATIVE EXPRESSION: Students will create and/or perform to express ideas and feelings.		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
Recognizes and understand the relationship between sound and the written notation			
A9	Follow and read their own individual part in a 2-part score.	I	
A9	Identify and perform rhythmic terms presented in class and in selected literature.	I	
A9	Read notation for whole, half, quarter, eighth, and sixteenth rhythm values and corresponding rests.	E	
A9	Read and perform eighth note syncopation and eighth/sixteenth combinations.	I	
A9	Understand, read, and perform dotted note rhythms and the tie	I	
A9	Understand, read, and perform music in 2/4, 3/4, 4/4, 6/8 and alla breve.	E	
Read and perform pitch			
A9	Understand, read, and perform the pitch names of the bass and treble clef.	R	
A9	read and define musical direction using step, skip, and repeat.	E	
A9	Sight read simple melodies in treble/bass clef.	E	
A9	Identify sharp, flat, and natural signs.	R	

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A9	Understand the Grand Staff to the Keyboard including ledger lines, half steps and whole steps.	I	
Identify and Perform Musical Expression and Tempo.			
A8	Understand tempo and recognize and perform adagio, andante, allegro, accelerando, ritard	R	
A9	Understand, read, and perform legato and staccato	R	
A9	Recognize and perform dynamics of pp, p, mp, mf, f, ff including crescendo and decrescendo.	R	
A9	Read musical punctuation: Bar Lines, Repeat signs, accents, Slurs, Da Capo, fermata, first and second endings.	R	
Develop Aural Skills and Listening Skills			
A2	Recognize structural units by ear (phrases sections, introductions, interludes, endings).	R	
A9	Develop skill in tonal memory through practice of melodic and rhythmic patterns, diatonic interval patterns and major and minor scales. Apply terminology to what they hear. Echo accurate pattern. (music direction, articulation, etc.).	E	
A9	Understand structure in music Simple AB Form	R	
A9	Recognize I and V as the tonic and dominant chord roots	I	
Identify vocal sounds			

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A2	Analyze and identify aural examples of music from historical periods, genre, styles, and cultures by describing the elements of music and expressive devices that make the piece unique.	I	
A3	Recognize male, female, and child voices	R	
A3	Perform their part in an ensemble using blend and balance skills, a cappella and with accompaniment	I	
A4	listen and identify various vocal ensembles (full choir, barbershop, children's, gospel, ethnic, a cappella).	I	
A8	Sing with correct diction using accurate vowel and consonant formation	I	
A8	Perform music in a specific foreign language	I	
A3, A8	Demonstrate expressive singing through performance with appropriate dynamics, phrasing, and interpretation, timbre, tempo, and technical accuracy, using a variety of Choral Literature, including songs from memory.	I	
A9	Recognize the difference between unison and harmony.	I	
A9	Recognize aurally soprano, alto, tenor, and bass voices.	R	
A9	Know the difference between speaking and singing voice. Qualify breathy, resonant, chest, middle, and head voice	R	
A9	Recognize vocal placement, unchanged and changed voices	I	

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A9	Develop vocal skills to apply good vocal technique including breath, posture, supported diaphragm, intonation, and sound production to produce a resonant voice at their own appropriate level.	I	
Apply music literacy skills to their performance			
A4	Improvise simple rhythmic and melodic variations on pentatonic and major scales.	I	
A4	Improvise simple harmonies.	I	
A5	Categorize different careers in music.	I	
A8	Respond to the director's conducting patterns to include: phrasing, breathing, sustaining, cut-offs, dynamics, tempo changes, articulations, and diction.	R	
A3, A8	Perform music with appropriate expression and tempo for style, genre, and culture of the piece.	I	
A9	Read intervals within a major key by eye and ear.	I	
A9	Recognize simple chordal patterns.	I	
A9	Reads accurately and expressively at level 2-3.	I	
A9	Use Concert Etiquette principles: attendance, learning one's part, respect for others, and development of group goals in regards to being a performer or an audience member.	E	

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	Improvise music within a given framework.		
Demonstrate Ensemble Skills: Understand the individual's contribution to the group effort			
A2	Demonstrate the responsibilities of a good ensemble performer: attendance, own part, respect for others, and development of goals.	E	
A3	Demonstrate balance and blend within a large ensemble.	I	
A3	Demonstrate their part independence within a large ensemble.	I	
A4	Identify the difference between a soloist and an ensemble member.	E	
A9	Respond to the conductor's interpretive gestures.	R	

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Content Area:	VOCAL MUSIC	Grade Level:	6
MLR Content Standard:	B. CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.		
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B1	Explain the elements that make a piece unique	I	
B1	Define historical periods, mood, and type of song using appropriate music terminology	R	
B2	Perform a Choral work in response to a historical, social, or cultural condition using a variety of Choral Forms.	R	
B2, B8	Demonstrate expressive singing through performance with appropriate dynamics, phrasing, and interpretation, timbre, tempo, and technical accuracy, a variety of Choral Literature, including songs from memory.		
B3	Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context.	I	
B3	Accurately classify a variety of vocal and choral works by genre, style, historical period through the use of the elements and expressive devices of music.	I	
B4	Compare the different functions of music.	I	
B4	Compare and identify roles of Choral Music in various settings and cultures.	I	

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B5	Develop visual and/or performing art work in response to a historical, social or cultural condition using a variety of forms.	I	
B5	Analyze the conditions music is typically performed in various cultures.	I	
B6	Sing with expression and technical accuracy a variety of Choral Literature from various cultures, style , and genre with appropriate interpretation.	I	
B6	Show how composers influence and use music to shape culture, social, beliefs, and values through exemplary works.	I	

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MLR Content Standard:	C. CRITICISM AND AESTHETICS : Students will reflect upon and assess the characteristics and merits of art works.		
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C1	Explain and justify personal aesthetic criteria for critiquing works of visual and performing art, texts, and events.	E	
C3	Demonstrate the difference between personal choice and educated judgment when choosing a piece of music.	I	
C4	Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	I	
C5	Write a review on a musical work or performer.	I	
C5	Discuss the relationship between music, other arts, and disciplines outside music. Explain how various disciplines are inter-related to music.	I	
C6	Use appropriate terminology to describe a performance including one of their own.	I	
C6	Develop criteria for evaluating the quality and effectiveness of his/her performance, composition, arrangement, and/or improvisation.	I	
C6	Apply appropriate constructive suggestions from their developed criteria to their performance and to others.	I	

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