

**Subject Area: General Music**

**Grade Level: 6**

**Mission Statement:** It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

**Elba Standards:** In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

**New York State Standards for Music Education:**

- 1-Creating, performing and participating in music and musical activities.
- 2-Knowing and using musical materials and resources.
- 3-Responding to and analyzing works of music.
- 4-Understanding the cultural dimensions and contributions of music.

**National Standards for Music Education:**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

<b>Assessment:</b>	<b>Acceptable Performance Level</b>
Participation in classroom activities, such as singing, movement, playing of classroom instruments, creation of music using voice or instruments(aka working out textbooks)	2-Developing, 3-Proficient, 4-Distinguished
Completion of homework that is used to reinforce concepts presented in class.	2-Developing, 3-Proficient, 4-Distinguished
Understanding and responding to musical selections presented as a listening activity, used either to demonstrate musical concepts, or to demonstrate cultural background of the music	2-Developing, 3-Proficient, 4-Distinguished
Understanding musical symbols and using them in a functional manner in class to sing, play musical instruments, etc, in a proper musical and interpretive manner.	2-Developing, 3-Proficient, 4-Distinguished
Using correct behavior and attitude to successfully participate in solo and group musical activities	2-Developing, 3-Proficient, 4-Distinguished

**Scope:** Grade four students should, by this point in their music education, begin to demonstrate proficiency in the use of: classroom instruments using proper performance techniques; singing voice to create, express and experience music concepts; knowledge of musical elements and principles through a variety of hands on musical activities, as well as beginning to develop responsibility through the reinforcement of concepts in class by completing homework. They should be able to complete all tasks presented in the sequence with proficiency by the time they are done with sixth grade.

**Performance Indicators (taken from New York State Learning Standards for the Arts):**

1A Create short pieces consisting of sounds from a variety of traditional sound sources (such as Orff Instruments, recorders, or keyboards).

1B Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo and dynamics; perform the music expressively; and sing or play simple repeated patterns with familiar songs.

1C Read standard notation in performance and follow vocal score.

2A Use classroom and nontraditional instruments performing and creating music.

2C Use current Technology to manipulate sound

2E Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.

2F Discuss ways that music is used by various members of the community

3A Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'.

3B Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.

3C Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre.

3E Describe their understandings of particular pieces of music and how they relate to their surroundings.

4A Identify when listening, and perform from memory or a songbook, a basic repertoire of folk songs/dances and composed song from basic cultures that represent the peoples of the world.

4C Discuss the current and past cultural and social uses for the music that students listen to and perform

4D In class, and further in performance ensembles, read and perform music in a culturally authentic manner.

**Sequence:**

<b>Content Sequence (Students shall be able to...)</b>	<b>Performance Indicators</b>	<b>Performance Level</b>
Sing rhythms using quarter notes, half notes, whole notes, eighth notes, dotted eighth notes plus sixteenth notes, dotted half notes, dotted quarter notes, and syncopations	1B, 1C, 3C	3-Proficient
Sing a single line of music with confidence and knowledge of its line in a group and as a soloist	1B, 1C, 3B, 3C, 4A	3-Proficient
Be able to sing more complex harmonies such as homophonic or polyphonic harmony in two or more parts, as well as more complex and longer rounds and partner songs, as well as songs unaccompanied by instruments.	1B, 1C, 3B, 4A	3-Proficient
Keep a steady Beat	1B, 3B	3-Proficient
Use an 8-note number scale to identify places on the staff of notes using the key of C or key giving by teacher, as well as using quarter notes, half notes, and whole notes in the given exercise, as well as melodies that do not move in a scale-wise motion.	1B, 1C, 3B,	3-Proficient
Read Music from the Treble Clef and Bass, including letter names.	1B, 1C, 3B	3-Proficient
Be able to identify all major keys and all minor keys upon sight	1B, 1C, 3B	3-Proficient
Be able to identify simple time signatures, compound time signatures, and odd time signatures and what they mean.	1B, 1C,	3-Proficient
Identify more complex forms, such as ABA', D.C al Fine, and Coda Songs, Theme and Variations, Rondo, as well as sections of musical performances such as a Sonata, a	1C, 3B	3-Proficient

Choral, and a Fugue		
Identify basic musical terminology including: Pick-up note; Key/key signature; sharp and flat; Time Signature; Phrase; Form; Measure/Measure Line; Harmony; Tie and Slur; D.C. al Fine, D.S. al Fine, and First and Second Endings; Dynamics (Crescendo and Decrescendo, Pianissimo (very soft), Piano (soft), Mezzopiano (medium-soft), Mezzoforte (medium-loud), Forte (loud), and Fortissimo (very loud)); Tempo (Three basic: Allegro (fast), Moderato (moderate) and Largo (slow), as well as other more complex tempos); chord; and triad.	1B, 3B	3-Proficient
Identify simple harmonies such as 1, 4, and 5 chords and triads, and be able to identify these in a song with corresponding musical letters	1B, 1C, 3B, 4A	3-Proficient
Demonstrate, on simple instruments (recorder, Orff instruments, and rhythmic instruments), rhythms using quarter notes, half notes, whole notes, eighth notes, dotted eighth notes plus sixteenth notes, dotted half notes, and dotted quarter notes. Student shall also play harmony to songs using the above instruments	1A, 1B, 1C, 2A	3-Proficient
Be able to perform more complex improvisations using rhythmic instruments, Orff Instruments and recorder.	1A, 1B, 2A	3-Proficient
Be able to identify simple and compound time signatures upon hearing (2/4, 3/4, 4/4, 6/8 as well as other irregular time signatures)	3B, 3C	3-Proficient
Identify instrument families of the orchestra, and the instruments contained therein, and voice parts in a chorus	2E, 3B, 3C, 3E,	3-Proficient

Be able to identify major keys and minor keys upon hearing	2E, 3B, 3C,	3-Proficient
Be able to identify a line of music as moving “up”, “down” or staying on the same note, as well as music that moves scalar (note-to-note) and non-scalar (“jumping around”)	2E, 3B, 3C	3-Proficient
Be able to perform simple steps/claps on the beat of music (see singing music)	1B, 3A,	3-Proficient
Be able to listen to, identify, and sing songs presented in class that cover a variety of time periods, genres, and styles. (Classical, Rock, Jazz, etc)	2E, 4A, 4B, 4C, 4D	3-Proficient
Identify the major composers of the three major classical eras (Baroque, Classical, Romantic) and characteristics of their music, as well as the culture in which they lived.	2E, 4A, 4B, 4C, 4D	3-Proficient
Use various technologies, such as computers and computer music programs to script and listen to music.	2C	1-Awareness

**Methodology:** Concepts and skills developed through modeling of appropriate techniques. Students shall experience music through singing, playing of instruments, hand and body movements as appropriate for skills being developed. Additional instruction in vocal techniques to improve singing skills. Instruction in a variety of percussion instruments, including Orff instruments, both for use as pre-band instrument in preparation for participation in the beginning band program, and for demonstration of the ability to accompany a song that is sung, adding to the effects and presentation of the music.