

## MMS 6th Grade General Music Curriculum

<b>CONCEPT</b>	<b>BENCHMARK</b>	<b>ASSESSMENT</b>	<b>SOUTH DAKOTA STANDARDS</b>	<b>NATIONAL STANDARDS</b>
<b>Music Review</b>	<b><i>I will be able to identify music terminology and skills learned in previous grades.</i></b>	<b>Music Review Quiz</b>	<b><i>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i></b>	<b><i>5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i></b>
			<b><i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i></b>	<b><i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i></b>
			<b><i>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</i></b>	<b><i>5d. Students use standard notation to record their musical ideas and the musical ideas of others</i></b>
			<b><i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i></b>	<b><i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i></b>
			<b><i>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</i></b>	<b><i>6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</i></b>
			<b><i>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</i></b>	<b><i>6c. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</i></b>

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<b>Listening Journal</b>	<i>I will be able to describe the music using instrumentation, vocalization, form, tempo, dynamics and style.</i>	<b>Listening Journal Worksheet</b>	<b>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</b>	<b>7a. Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</b>
	<i>I will be able to identify the style of music I have listened to.</i>		<b>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</b>	<b>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</b>
	<i>I will be able to express and explain my opinion of the music based on the musical qualities of the piece.</i>		<b>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</b>	<b>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</b>
			<b>5.2.C ~ compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</b>	<b>9c. Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</b>

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<p><b>Performance Time</b></p>	<p><i>I will be able to describe the music using instrumentation, vocalization, form, tempo, dynamics and style.</i></p>	<p><b>Classroom Discussion</b></p>	<p><b>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</b></p>	<p><b>1a. Students sing accurately and with good vocal breath control throughout their singing ranges, alone and in small and large ensembles</b></p>
	<p><i>I will be able to express and explain my opinion of the music based on the musical qualities of the piece.</i></p>		<p><b>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</b></p>	<p><b>1b. Students sing with expression and technical accuracy a repertoire of vocal literature with a difficulty of 2, on a scale of 1 to 6, including some songs performed from memory</b></p>
	<p><i>I will be able to demonstrate proper concert etiquette when listening to the music.</i></p>		<p><b>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</b></p>	<p><b>1c. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed</b></p>
	<p><i>I will be able to identify the style of music I have listened to.</i></p>		<p><b>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</b></p>	<p><b>1b. Students sing with expression and technical accuracy a repertoire of vocal literature with a difficulty of 2, on a scale of 1 to 6, including some songs performed from memory</b></p>

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	<p><i>I will be able to perform a musical piece for the class using proper concert etiquette.</i></p>		<p><b>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</b></p>	<p><b>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</b></p>
			<p><b>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</b></p>	<p><b>2b. Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6</b></p>
			<p><b>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</b></p>	<p><b>2c. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed</b></p>
			<p><b>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</b></p>	<p><b>2e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory</b></p>

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			<i>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>	<i>7a. Students develop a criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>
			<i>4.2.B ~ 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</i>	<i>7b. Students 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</i>
			<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i>
<b>Notation</b>	<i>I will be able to identify notes on the treble clef.</i>	<i>Note names worksheets.</i>	<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>

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	<i>I will be able to identify notes on the bass clef.</i>			
<b>Rhythm</b>	<i>I can clap and perform on an instrument a rhythm using a variety of notes and rests in common time.</i>	<b>Rhythm Performance</b>	<b>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</b>	<b>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</b>
	<i>I can identify notes and rests by name and counting value.</i>	<b>Writing Rhythm Worksheet</b>	<b>2.2.B ~ compose or arrange simple pieces for voices or instruments using a variety of sound sources</b>	<b>4a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</b>
	<i>I can write and perform four measures of rhythm in common time signature.</i>		<b>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</b>	<b>5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</b>
	<i>I can write four measures of rhythm in common time signature.</i>		<b>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</b>	<b>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</b>

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<b><i>Melodies</i></b>	<b><i>I will be able to define a melody and its characteristics.</i></b>	<b><i>Melodies Worksheet</i></b>	<b><i>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</i></b>	<b><i>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i></b>
	<b><i>I will be able to identify half steps and whole steps.</i></b>	<b><i>Major Scale Performance</i></b>	<b><i>2.1.B ~ improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</i></b>	<b><i>3b. Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</i></b>
	<b><i>I will be able to build and play a major scale.</i></b>		<b><i>2.1.C ~ improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</i></b>	<b><i>3c. Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</i></b>
	<b><i>I will be able to explain how a sharp, flat and natural changes a note.</i></b>		<b><i>2.2.A ~ compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance</i></b>	<b><i>4a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</i></b>
	<b><i>I will be able to compose a melody using simple guidelines.</i></b>		<b><i>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</i></b>	<b><i>5b. Students read at sight simple melodies in treble and bass clefs</i></b>

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			<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
			<i>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</i>	<i>5d. Students use standard notation to record their musical ideas and the musical ideas of others</i>
<i>Instruments of the Orchestra - Brass</i>	<i>I will be able to identify by name the instruments of the brass family.</i>	<i>Computer Lab Worksheet</i>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>
	<i>I will be able to identify by sight the instruments of the brass family.</i>	<i>Notes taken from video and class demonstrations.</i>	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
	<i>I will be able to identify by sound the instruments of the brass family.</i>	<i>Instruments of the Orchestra Test</i>		
	<i>I will be able to identify various qualities unique to the brass instruments.</i>			
<i>Instruments of the Orchestra - Woodwinds</i>	<i>I will be able to identify by name the instruments of the woodwind family.</i>	<i>Computer Lab Worksheet</i>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>



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	<i>I will be able to identify by sight the instruments of the woodwind family.</i>	<i>Notes taken from video and class demonstrations.</i>	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
	<i>I will be able to identify by sound the instruments of the woodwind family.</i>	<i>Instruments of the Orchestra Test</i>		
	<i>I will be able to identify various qualities unique to the woodwind instruments.</i>			
<b>Instruments of the Orchestra - Strings</b>	<i>I will be able to identify by name the instruments of the strings family.</i>	<i>Computer Lab Worksheet</i>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>
	<i>I will be able to identify by sight the instruments of the strings family.</i>	<i>Notes taken from video and class demonstrations.</i>	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
	<i>I will be able to identify by sound the instruments of the strings family.</i>	<i>Instruments of the Orchestra Test</i>		
	<i>I will be able to identify various qualities unique to the strings instruments.</i>			
<b>Instruments of the Orchestra - Percussion</b>	<i>I will be able to identify by name the instruments of the percussion family.</i>	<i>Computer Lab Worksheet</i>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>

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	<i>I will be able to identify by sight the instruments of the percussion family.</i>	<i>Notes taken from video and class demonstrations.</i>	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
	<i>I will be able to identify by sound the instruments of the percussion family.</i>	<i>Instruments of the Orchestra Test</i>		
	<i>I will be able to identify various qualities unique to the percussion instruments.</i>			
<b>Ensemble Project</b>	<i>I will be able to create an instrument that can be used to demonstrate my knowledge on how instruments work.</i>	<i>Written Musical Composition</i>	<i>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</i>	<i>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i>
	<i>I will be able to perform the 16 measure song with my ensemble.</i>	<i>Performance for Class</i>	<i>2.2.B ~ compose or arrange simple pieces for voices or instruments using a variety of sound sources</i>	<i>4a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</i>

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	<i>I will be able to write a 16 measure song with my ensemble using correct notation.</i>		<i>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>	<i>5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>
			<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
			<i>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</i>	<i>5d. Students use standard notation to record their musical ideas and the musical ideas of others</i>
<b>Musicals - The Music Man</b>	<i>I will be able to explain what a musical is.</i>	<b>Character and Song Outline</b>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>
	<i>I will be able to identify songs by their title and their place in the movie (who sings the song, to whom is the song is sung, and what story does the song tell).</i>	<b>Music Man Test</b>	<i>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>	<i>6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>
	<i>I will be able to identify the characters and their role in the story.</i>		<i>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>	<i>7a. Students develop a criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>

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			<p><b><i>4.2.B ~ 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</i></b></p>	<p><b><i>7b. Students 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</i></b></p>
			<p><b><i>5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art</i></b></p>	<p><b><i>8a. Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</i></b></p>
			<p><b><i>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</i></b></p>	<p><b><i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i></b></p>

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			<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
<i>Music Alive Magazine</i>	<i>I will be able to identify current events in music from around the world.</i>	<i>Classroom Discussion</i>	<i>5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art</i>	<i>8a. Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</i>
		<i>Crossword Puzzle</i>	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>

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		<i>Worksheet(s)</i>	<i>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</i>	<i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i>
			<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
			<i>5.2.C ~ compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>	<i>9c. Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>