

**CURRICULUM MAP
MUSIC – GRADE SIX**

August/September	October	November	December
<p>Creative Expression and Communication 1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed. 2. Play a variety of instruments independently and with other contrasting parts.</p> <p>Analyzing and Responding 2. Describe the principles of breathing techniques, good posture and tone production.</p> <p>Valuing Music/Aesthetic Reflection 1. Practice audience etiquette in selected music settings.</p>	<p>Historical, Cultural and Social Contexts 1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.</p> <p>Creative Expression and Communication 8. Recognize key signatures. 7. Identify whole steps and half steps in the major scales.</p>	<p>Historical, Cultural and Social Contexts 2. Examine the chronological development of various music styles.</p> <p>Creative Expression and Communication 4. Create and notate music compositions using one or more parts. 6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>Valuing Music/Aesthetic Reflection 3. Communicate ideas about the importance of music in everyday life.</p>	<p>Creative Expression and Communication 3. Respond appropriately to the cues of a conductor.</p> <p>Analyzing and Responding 1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music. 4. Analyze a piece of music with more than one movement using elements of music.</p> <p>Connections, Relationships and Applications 1. Describe ways that music relates to other art forms using appropriate terminology.</p>

**CURRICULUM MAP
MUSIC – GRADE SIX**

January	February	March/April	May
<p>Valuing Music/Aesthetic Reflection 4. Describe the emotional connection to the musical experience.</p> <p>Connections, Relationships and Applications 7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support). 3. Integrate art forms into a well organized music presentation.</p> <p>Historical, Cultural and Social Contexts 4. Compare and contrast subject matter common to music and other subject areas.</p>	<p>Historical, Cultural and Social Contexts 3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali). 5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.</p> <p>Analyzing and Responding 3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.</p> <p>Connections, Relationships and Applications 6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role. 5. Identify different functions and uses of music in their own and other cultures.</p>	<p>Historical, Cultural and Social Contexts 4. Identify selected composers and their works and place them in the appropriate historical period.</p> <p>Connections, Relationships and Applications 2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</p>	<p>Creative Expression and Communication 5. Improvise melodies over a given bass line.</p> <p>Analyzing and Responding 5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</p> <p>Valuing Music/Aesthetic Reflection 2. Attend and reflect on a variety of live music performances. 5. Critique a variety of music performances.</p>