

**Music: Grade Six**

**Adams County/Ohio Valley  
Course of Study**

<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark A:</b> Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.			

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2. Describe the principles of breathing techniques, good posture and tone production.			

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3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark B:</b> Analyze the structure of larger music works and the sections comprised within.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Analyze a piece of music with more than one movement using elements of music.			

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<b>Content Standard: Analyzing and Responding</b>			
<b>Benchmark C:</b> Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Describe ways that music relates to other art forms using appropriate terminology.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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3. Integrate art forms into a well-organized music presentation.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark B:</b> Demonstrate ways that subject matter of other disciplines is interrelated with that of music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Compare and contrast subject matter common to music and other subject areas.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark C: Identify various ways music affects their lives.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Identify different functions and uses of music in their own and other cultures.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark D: Identify various careers in music.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.			

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<b>Content Standard: Connections, Relationships and Applications</b>			
<b>Benchmark D: Identify various careers in music.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.			

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3. Respond appropriately to the cues of a conductor.			

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**Content Standard: Creative Expression and Communication**  
**Benchmark B:** Improve or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Create and notate music compositions using one or more parts.			

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<b>Content Standard: Creative Expression and Communication</b>			
<b>Benchmark B:</b> Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Improvise melodies over a given bass line.			

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**Content Standard: Creative Expression and Communication**  
**Benchmark B:** Improve or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.			

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**Benchmark B:** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Identify whole steps and half steps in the major scales.			

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**Content Standard: Creative Expression and Communication**  
**Benchmark C:** Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Recognize key signatures.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Examine the chronological development of various music styles.			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).			

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<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark B: Identify composers and classify them according to chronological historical periods.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify selected composers and their works and place them in the appropriate historical period.			

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Course of Study**

<b>Content Standard: Historical, Cultural and Social Contexts</b>			
<b>Benchmark C:</b> Describe how events during various historical periods have influenced the development of music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark A:</b> Reflect on and describe how music performance and settings affect audience response.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Practice audience etiquette in selected music settings.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark A: Reflect on and describe how music performance and settings affect audience response.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Attend and reflect on a variety of live music performances.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark B:</b> Reflect on why others may have different music preferences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Communicate ideas about the importance of music in everyday life.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe the emotional connection to the musical experience.			

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<b>Content Standard: Valuing Music/Aesthetic Reflection</b>			
<b>Benchmark C: Justify one's personal preference of music choice using music vocabulary.</b>			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Critique a variety of music performances.			