

Northwestern School Corporation
Music Curriculum
6th Grade Course Outline

Singing Alone and With Others

Students will:

- Sing Warm-ups that stress diction, posture, pitch, breath control, and attention to the conductor.
- Label parts of the body directly affecting vocal tone, including soft pallet, diaphragm, lungs, larynx, mask, trunk, and mandible.
- Describe the process of both breath control and focusing vocal tone.
- Sing A Cappella in small or large ensembles.
- Sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, and rounds.
- Sing music written in two parts.

Playing an Instrument Alone and With Others

Students will:

- Echo a short pattern on a rhythmic or melodic instrument.
- Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate temp and dynamics while watching a conductor.
- Play a variety of music expressively and independently of others.

Reading, Notating and Interpreting Music

Students will:

- Read and notate whole, half, dotted half, quarter, dotted quarter, eighth, eighth note triplets, and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Use all rhythmic notation as part of dictation exercises.
- Read given pitch patterns using solfege, numbers, or letter names. Notate the major scale pattern of half and whole steps.
- Use all solfege syllables and notes on the staff as part of dictation exercises.
- Identify meter of music heard by conducting patterns for 2/4, 3/4, 4/4.
- Identify familiar songs by sight (on the staff) and by signing syllables.
- Sight-read simple melodies in treble and bass clefs.
- Learn all major intervals (M2, M3, P4, P5, M6, M7, P8) using solfeg syllables, singing, and signing.
- Notate and read all major intervals on the music staff.
- Study familiar songs that incorporate each interval.
- Identify, by sight and sound, each interval.

Composing and Arranging Music Within Specified Guidelines

Students will:

- Create a rhythmic or melodic piece, notating in on the staff, using a variety of notes and rests.
- Select instruments of sounds to be added to a piece being written. Write parts for as many instruments as are used.
- Perform original composition for peers from written notation.

Listening to, Analyzing, and Describing Music

Students will:

- Discuss musical forms such as AB, ABA, ballads, rondos, theme and variation, and canons or fugues.
- Upon listening to and performing numerous examples of works in major and minor keys correctly identify examples as major or minor.
- Aurally distinguish between tonalities of whole tone and Pentatonic.

- Identify musical instruments or voice types by sound.
- Write a description of a musical work studied, using appropriate terms.
- Compare and contrast two musical works from different Music History Eras. Describe musical elements such as melody, harmony, tempo, lyrics, accompaniment, voices used, and ensemble size.
- Upon hearing a piece of classical music, describe the Music History Era in which it was composed.
- Listen to and study musical elements of various styles of American popular music including jazz, Rhythm and Blues, barbershop, rock, gospel, folk, and Country.
- Upon hearing a piece of American popular music, describe the decade in which it was composed, recorded, or performed.

Understanding Relationships Between Music, the other Arts, and Disciplines Outside the Arts

Students will:

- Compare and contrast two or more meanings of terms used in the arts, such as unity and variety.
- Compare and contrast common terms used in music and other subject areas.
- Study a particular musical style and explore its relevance to other art forms.
- Study seven Music History Eras from Medieval to 20th Century. Study and compare how musicians, artists, and writers used similar techniques that classify each historical period.

Understanding Music in Relation to History and Culture

Students will:

- Research the historical origins of musical styles as well as the cultures that produced them.
- Study seven Music History Eras from Medieval to 20th Century. Learn about social history, political history, composers, visual and musical works from each era. Study techniques, styles and schools of thought from each era.
- Discuss how music of each time period mirrors social and political ideals.
- Study American folk and popular music from 1800 – present. Learn how music from each decade reflected social and political ideals.
- Discuss suitable music for various occasions.
- Compare and contrast the different roles of musicians in many cultures and settings.

Evaluating and Critiquing Music and Music Performances

Students will:

- Watch a videotaped performance of self and peers. Evaluate musical elements of the performance using familiar music terms.
- Discuss likes and dislikes of certain composers, styles, and pieces, using familiar terms.
- Discuss appropriate audience behavior for musical events and exhibit that behavior at a public concert.
- Describe important performance techniques for various performers in a musical program (singer, dancer, speaker, stage manager, grip, and soloist).

Movement

Students will:

- List different roles of dancing and dancers in various historical periods and cultures relating to ceremony, tradition, and celebration.
- Study and perform ethnic dances from various cultures around the world.
- Study and perform American popular dances from 1800 – present.
- Choreograph and perform dances or movement to accompany songs in a school music performance.

Performance

Students will:

- Exhibit appropriate behaviors as both a performer and audience member.
- Perform a set of memorized songs designed for school programs, for special occasions throughout the school year.

- Participate in different elements of a musical production such as speaker, soloist, dancer, dramatic actor or stage crew.
- Describe the importance of each element of a musical production relating to a successful performance.
- Describe the importance of performance in relation to communicating an idea from performer to audience member.