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Academic Content Standards
Music Grade 6



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Grade 6

STANDARDS

PAGE REFERENCES

Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

Benchmark A: Compare and contrast styles and forms of music from various historical periods.

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.

Student Edition:

27, 49, 67, 98, 104, 164-173, 187

Teacher's Edition:

A 25, 29, 92; CL 75, 168; FTTE 40; HC 41; MS 167; RAL 49

2. Examine the chronological development of various music styles.

Student Edition:

94-97, 110-111, 156-157, 178-179, 234-237

Teacher's Edition:

HC 10, 18, 30, 75, 155, 178, 187, 204, 208, 315, 407

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3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).	Student Edition: 98-101, 128-129, 186-187, 342-344 Teacher's Edition: CL 100; HC 403
Benchmark B: Identify composers and classify them according to chronological historical periods.	
4. Identify selected composers and their works and place them in the appropriate historical period.	Student Edition: 20-21, 32, 35, 110-111, 116, 128-129, 146-147, 149, 152, 157, 164-165, 166-167, 176-177, 186-187, 189, 193, 196-197, 218-221, 229, 236-237, 342-344 Teacher's Edition: BB 163; HC 9, 28, 32, 56, 116, 128, 130, 147, 151, 164, 167, 175, 182, 186, 221, 229
Benchmark C: Describe how events during various historical periods have influenced the development of music.	
5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.	Student Edition: 14, 70-71, 94-97, 98-101, 114, 170-171 <i>Listening</i> 56, 73 Teacher's Edition: CL 55, 175; HC 22, 28, 136, 172; MS 196; RAL 21, 171
Creative Expression and Communication Students sing, play instruments, improvise, compose, read and notate music.	
Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.	
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.	Student Edition: 12-13, 30-31, 46-47, 48-51, 54-55, 58-59, 68-69, 70-72, 74-76, 102-103, 138-141, 142-144, 154-155, 170-173, 176-177, 182-183, 186-187, 194-195, 204-205, 208, 210-213, 222-223, 226-228, 232-233, 323-325, 339-341, 362-364 <i>Playalong</i> 15, 129, 148, 179 Teacher's Edition: A 149, 225; MS 13, 34, 62, 67, 167, 352; RAL 60

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2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.	<p>Student Edition: 6-7, 29, 37, 72, 88-89, 132-133, 140, 144, 159, 168, 177, 430-431</p> <p><i>Playalong</i> 13, 15, 19, 53, 129, 148, 171, 179, 213</p> <p>Teacher's Edition: A 129, 198, 216, 225; CL 6; FTTE 120; MS 13, 15, 34, 71, 76, 93, 94, 126, 143, 150, 192, 228, 284, 352; RAL 13, 60, 93, 151, 169</p>
3. Respond appropriately to the cues of a conductor.	<p>Teacher's Edition: MS 126, 174, 250, 401; RAL 347</p>
<p>Benchmark B: Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</p>	
4. Create and notate music compositions using one or more parts.	<p>Student Edition: 119, 159, 177, 199</p> <p>Teacher's Edition: A 141, 198; MS 13, 73, 180, 282; RAL 49, 104, 149, 185, 377</p>
5. Improvise melodies over a given bass line.	<p>Student Edition: 27, 144</p> <p>Teacher's Edition: A 12, 133; MS 168, 263</p>
6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.	<p>Student Edition: 92, 159, 168, 184-185, 208-209, 214-217, 242, 264-269, 283</p> <p><i>Playalong</i> 7, 19, 129</p> <p>Teacher's Edition: A 137, 149, 216; MS 94, 192, 248, 262, 348; RAL 37, 49, 185, 377; TT 206</p>
7. Identify whole steps and half steps in the major scales.	<p>Student Edition: 104, 137, 256</p> <p>Teacher's Edition: MS 136; RAL 104</p>

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<p>Benchmark C: Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</p>	
<p>8. Recognize key signatures.</p>	<p>Student Edition: 132-133, 175, 176, 278 <i>Playalong</i> 61</p> <p>Teacher’s Edition: A 141; MS 23</p>
<p>Analyzing and Responding Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	
<p>Benchmark A: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.</p>	
<p>1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.</p>	<p>Student Edition: 27, 61, 134, 137, 184-185, 197, 210-213, 214-217, 271, 323-325, 416, 428-429</p> <p>Teacher’s Edition: BB 43; MS 196, 211; TT 329</p>
<p>2. Describe the principles of breathing techniques, good posture and tone production.</p>	<p>Student Edition: 312, 356</p> <p>Teacher’s Edition: A 49, 53, 76; MS 55, 207, 306, 326, 356</p>
<p>3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.</p>	<p>Student Edition: 8-9, 15-16, 28-29, 35, 41, 68, 81, 127, 130, 135, 145, 146, 161</p> <p>Teacher’s Edition: CL 131; HC 68, 135, 311, 410; MS 15; RAL 7, 141</p>
<p>Benchmark B: Analyze the structure of larger music works and the sections comprised within.</p>	
<p>4. Analyze a piece of music with more than one movement using elements of music.</p>	<p>Students analyze music and its elements using the following pages.</p> <p>Student Edition: 21, 39, 50, 58, 62, 65, 181, 184, 236 <i>Think!</i> 21, 52, 103</p> <p>Teacher’s Edition: A 53, 65, 177; CL 37, 56, 59; MS 71, 181, 196, 228; RAL 77, 195</p>

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<p>Benchmark C: Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</p>	
<p>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</p>	<p>Student Edition: 66, 79</p> <p>Teacher’s Edition: A 5, 45, 76, 85, 125, 165, 185, 205, 213; CL 197; PA 199</p>
<p>Valuing Music/Aesthetic Reflection Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	
<p>Benchmark A: Reflect on and describe how music performance and settings affect audience response.</p>	
<p>1. Practice audience etiquette in selected music settings.</p>	<p>Teacher’s Edition: AE 65, 81, 121, 316, 327; MS 73, 76</p>
<p>2. Attend and reflect on a variety of live music performances.</p>	<p>Student Edition: 79</p> <p>Teacher’s Edition: A 76, 213; CL 197; MS 13; PA 39, 199</p>
<p>Benchmark B: Reflect on why others may have different music preferences.</p>	
<p>3. Communicate ideas about the importance of music in everyday life.</p>	<p>Student Edition: 10, 171, 350, 370</p> <p>Teacher’s Edition: BB 83; CL A; MS 13; SH 11, 153, 176</p>
<p>4. Describe the emotional connection to the musical experience.</p>	<p>Student Edition: 12-13, 150-151, 178, 180, 184-185, 204, 257, 389</p> <p>Teacher’s Edition: A 177; CL 56, 148; FTTE 160; P 349, 369; RAL 229; SH 71, 153, 176, 235</p>

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Benchmark C: Justify one's personal preferences of music choice using music vocabulary.	
5. Critique a variety of music performances.	Student Edition: 79 Teacher's Edition: A 29, 45, 76, 125, 165, 185, 205, 213; CL 197; MS 13; PA 39, 199
Connections, Relationships and Applications Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.	
Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.	
1. Describe ways that music relates to other art forms using appropriate terminology.	Student Edition: 94-96, 119, 209 <i>Think!</i> 231 Teacher's Edition: A 69; CL 21, 27, 170, 223, 400; RAL 229
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.	Student Edition: 209 <i>Think!</i> 231 Teacher's Edition: A 189; CL 27, 47, 115, 139, 152, 170, 223; RAL 229
3. Integrate art forms into a well-organized music presentation.	Student Edition: 98-101, 232-233, 290-304 Teacher's Edition: A 69, 197, 209, 237; CL 423; M 189; P 325, 349; RAL 208
Benchmark B: Demonstrate ways that subject matter of other disciplines is interrelated with that of music.	
4. Compare and contrast subject matter common to music and other subject areas.	Student Edition: 66 Teacher's Edition: CL 24, 67, 128, 131, 224, 324; RAL 117

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Benchmark C: Identify various ways music affects their lives.	
5. Identify different functions and uses of music in their own and other cultures.	<p>Student Edition: 16, 26, 70-73, 90-93, 98-101, 102-109, 142-144, 174-177, 184, 192, 224-225, 229, 230-231, 386-390, 398-399, 416-417, 424, 428-429</p> <p>Teacher’s Edition: BB 83; CL 59; HC 22, 346; RAL 106, 386; SH 11, 235</p>
Benchmark D: Identify various careers in music.	
6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.	<p>Student Edition: 70-73, 164-165, 174-177, 199, 239, 428-429 <i>Careers</i> 41, 201</p> <p>Teacher’s Edition: CL 139; HC 23, 138, 192, 204; WU 165</p>
7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).	<p>Student Edition: <i>Careers</i> 41, 201</p> <p>Teacher’s Edition: HC 23, 131, 138, 204, 237</p>