



Diocese of Greensburg Curriculum

Music Grade 6

| Unit | Standards | Content | Skills |
|----------------------|--|---|--|
| <p>Rhythm</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.6 a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.6 b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two- chord harmonic musical ideas.</p> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.6 b When analyzing selected music, read and</p> | <ul style="list-style-type: none"> • Steady beat (Fast/Slow) • Long/short sounds • Beat Patterns • Bar line, Measure, Unpitched Symbols • Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests, sixteenth notes, eighth Rest, dotted Quarter/eighth, triplet, syncopated rhythm-eighth/quarter/eighth, Paired eight/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes • Time signatures <ul style="list-style-type: none"> ○ duple meter ○ triple meter ○ compound time signatures • Tied and Slurred patterns | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Duplicate and generate a steady beat • Differentiate between long and short sounds • Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...) • Echo rhythms as an ensemble and individually • Visually identify: <ul style="list-style-type: none"> ○ bar line ○ measure ○ unpitched symbols ○ time signatures <ul style="list-style-type: none"> ▪ 4/4, 2/4, 3/4 ▪ duple meter ▪ triple meter ▪ compound time signatures • Visually and aurally identify, demonstrate, and notate: <ul style="list-style-type: none"> ○ quarter note ○ eighth note ○ quarter rest ○ half note ○ half rest ○ dotted half ○ whole notes ○ whole rests ○ sixteenth notes ○ eighth rest ○ dotted quarter/eighth ○ Tied and Slurred patterns ○ Triplet, Syncopated Rhythm-eighth/quarter/eighth |

| Unit | Standards | Content | Skills |
|----------------------|--|---|---|
| | <p>identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.6 a Perform the music with technical accuracy to convey the creator's intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | <ul style="list-style-type: none"> ○ Paired eighth/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes |
| <p>Melody</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.6 a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> | <ul style="list-style-type: none"> • High/low sounds • Pitch • Melodic patterns • Staff • Treble clef notes • Bass clef notes • Major and minor • Accidentals • Major scales • key signatures | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between high and low sounds. • Sing matching pitch individually and as a group. • Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> ○ SO MI LA DO RE ○ Octave DO SO LA ○ FA TI • Visually identify: <ul style="list-style-type: none"> ○ staff ○ treble clef notes on the staff ○ bass clef notes on the staff ○ accidentals ○ key signatures • Differentiate between major and minor tonalities • Perform: |

| Unit | Standards | Content | Skills |
|------|--|---------|--|
| | <p>MU:Pr4.2.6 b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.6 a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr5.1.6 a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> | | <ul style="list-style-type: none"> ○ major key signatures ○ major scales |

| Unit | Standards | Content | Skills |
|--------------------------|--|--|--|
| | <p>MU:Pr6.1.6 a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU:Pr6.1.6 b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | |
| <p>Expression</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.6 a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.6 a Perform a selected piece of music</p> | <ul style="list-style-type: none"> • Loud/soft sounds • Fast/slow sounds • Forte/piano • Crescendo/decrescendo • Accents • Cues • Mood • Accelerando • Ritardando • Mezzo piano • Mezzo forte • Pianissimo • Fortissimo • Articulation • Expressive Italian terms | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow ○ forte/piano ○ crescendo/decrescendo ○ accents ○ expressive Italian terms ○ Optional: adagio, presto, etc. • Respond to a conductor • Perform in an ensemble and individually • Interpret mood or emotion through listening or singing • Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> ○ accelerando ○ ritardando ○ mezzo piano ○ mezzo forte ○ pianissimo |

| Unit | Standards | Content | Skills |
|------|---|---------|---|
| | <p>demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Responding Interpret Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>MU:Re8.1.6 a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | <ul style="list-style-type: none"> ○ fortissimo ○ articulation (staccato, legato, etc.) |

| Unit | Standards | Content | Skills |
|------------------------------|---|--|--|
| <p>Harmony/Timbre</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.6 a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.6 b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases , and two- chord harmonic musical ideas.</p> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.6 a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> | <ul style="list-style-type: none"> • Different uses of the voice • Classroom instruments • Instrument families • Environmental sounds • Relationships between music and science • CFG triads | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between and use different voices: sing, speak, whisper, shout • Play and explore various classroom instruments • Recognize sounds produced from environmental sounds, vocal projection, and musical instruments • Explore and distinguish sounds produced by the body and rhythm instruments • Visually and aurally identify the families of: <ul style="list-style-type: none"> ○ classroom instruments <ul style="list-style-type: none"> ▪ wood ▪ metal ▪ drum ▪ shaker ○ orchestra <ul style="list-style-type: none"> ▪ strings ▪ woodwinds ▪ brass ▪ percussion • Discover the relationships between music and science • Create and perform triads in CFG |

| Unit | Standards | Content | Skills |
|------|---|---------|--------|
| | <p>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr5.1.6 a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.6 a Perform the music with technical accuracy to convey the creator's intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | |

| Unit | Standards | Content | Skills |
|--------------------|--|---|--|
| <p>Form</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.6 a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.6 a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the</p> | <ul style="list-style-type: none"> • Echo songs • Phrases • AB form • Same/different musical phrases • ABA form • Repeat sign • Double bar line • D.C. al Fine • Fine • First and second endings • Canon • Theme and variation • Rondo | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing echo songs • Identify musical phrases that are the same and different • Experience songs in AB form • Visually and/or Aurally demonstrate: <ul style="list-style-type: none"> ○ Same/different musical phrases ○ Song in AB form ○ Songs in ABA form ○ Repeat sign ○ Double bar line ○ D.C. al Fine ○ Fine ○ First and second endings ○ Canon ○ Theme and variation ○ Rondo • Perform phrases with 8-10 measures |

| Unit | Standards | Content | Skills |
|-------------------------------|--|--|---|
| | <p>structure and context of musical works inform performance?</p> <p>MU:Pr4.2.6 a Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>Responding Analyze Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.2.6 a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | |
| <p>History/Liturgy</p> | <p>NCCAS: Music NCCAS: Grade 6</p> <hr/> <p>Connecting Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>MU:Cn10.1.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,</p> | <ul style="list-style-type: none"> • Music from diverse cultures and historical periods • Catholic liturgical and traditional music • Audience and performance etiquette • Composers | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Experience music from diverse cultures and historical periods • Sing a repertoire of Catholic liturgical and traditional music • Practice audience and performance etiquette • Identify composers in conjunction with history class |

| Unit | Standards | Content | Skills |
|------|--|---------|--------|
| | <p>performing, and responding to music.</p> <p>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</p> <p>MU:Cn11.1.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p> | | |

