

**DIOCESE OF HARRISBURG
MUSIC CURRICULUM
GRADE 6**

Anchor: The student will sing/play an instrument using a varied repertoire of music

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <p>M.1.2. Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <p>M.1.3. Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts).</p>	<p>The student will: sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate, singing and playing throughout teacher directed ranges and music written in multiple parts.</p> <p>sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing, emphasizing expanded ranges in multiple parts.</p> <p>perform music at appropriate levels of difficulty in multiple parts adding obbligato, descants, countermelodies, with more complex rhythms, etc.</p>	<p><input type="checkbox"/> Students sing and/or play on an instrument demonstrating good musical skills, e.g., good breath control.</p> <ol style="list-style-type: none"> 1. Sing throughout their winging ranges. 2. Sing music written in two or more parts. 3. Play Orff instruments, recorders and traditional band/orchestra instruments. <p><input type="checkbox"/> Students perform music from diverse cultures.</p> <p><input type="checkbox"/> Students perform music that relates to math and literacy.</p> <p><input type="checkbox"/> Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc.</p>	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

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Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.2.1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.	The student will: improvise simple melodies and/or accompaniments and compose short pieces using echo clapping, melodic and rhythmic answers to musical questions, and short melodies in I, IV, V chord progression.	<input type="checkbox"/> Students should have many experiences with echo clapping to develop a repertoire of rhythms. <input type="checkbox"/> Students should provide answers to teacher's rhythmic and melodic questions. (They should gradually make better decisions as to good answers, e.g., answer is related to question, answer has a final point, etc.). <input type="checkbox"/> Students should improvise melodies on Orff instruments set up in pentatonic scale. <input type="checkbox"/> Students should have experiences with blues chord progression and improvise in I, IV, V Chords. In early experiences, students could improvise on only one chord of the sequence.	
M.2.2. Create and arrange rhythmic and melodic phrases.	create and arrange rhythmic and melodic phrases in multiple parts adding obbligato, descants, countermelodies, and rondo form.	<input type="checkbox"/> Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc. <input type="checkbox"/> Students can use small cards with given rhythm patterns and arrange in desired order and perform on unpitched instruments. <input type="checkbox"/> Use rondo form as a springboard to improvise rhythm and melody. The A section should be set by teacher with improvisations occurring during the contrasting sections.	
M.2.3. Explore the role of technology in the creation/composition of music.	perform music using electronic keyboards and other technology in multiple parts.	<input type="checkbox"/> Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc.	

**DIOCESE OF HARRISBURG
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Anchor: The student will read and notate music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <p>M.3.2. Use technology, when applicable, to develop reading and notating skills.</p> <p>M.3.3. Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p>	<p>The student will: read, notate and perform a variety of music.</p> <p>use music software to develop more complex reading and notating skills.</p> <p>sight-read music in treble and/or other clefs using solfege or numbers and more complex rhythms.</p>	<p><input type="checkbox"/> Students read and perform music that uses a variety of rhythms meters, pitches, ranges, and dynamics.</p> <p><input type="checkbox"/> Students use music software to help read and notate music.</p> <p><input type="checkbox"/> Using solfege or numbers, students sight-read various phrases of vocal and instrumental music.</p>	

**DIOCESE OF HARRISBURG
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Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.4.1. Evaluate performance through critical listening for the purpose of self-correction.	The student will: evaluate the performance of large groups.	<input type="checkbox"/> After students perform in a group, they critique the musical performance and write (list) their responses in a journal.	
M.4.2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).	evaluate a musical composition in terms of form, texture, tempo and volume.	<input type="checkbox"/> After students perform in a group, they critique the musical performance and write (list) their responses in a journal.	
M.4.3. Compare and contrast two or more styles of music.	compare and contrast two or more styles of music, noting style, form, tempo, and rhythm.	<input type="checkbox"/> Students review similarities and differences in two styles of music, noting style, form, tempo, rhythms, etc.	
M.4.4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.	respond to a musical performance as informed, actively involved listeners in a variety of settings by attending and reviewing formal and informal concerts.	<input type="checkbox"/> Students attend and review formal and informal musical concerts.	
M.4.5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.	utilize audio and computer software and technology to listen to, analyze, describe, and evaluate music and musical performances.	<input type="checkbox"/> Students use technology to describe and evaluate a musical performance.	

**DIOCESE OF HARRISBURG
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Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>M.5.2. Recognize that musical development is a continuum influenced by historical and technological events.</p> <p>M.5.3. Recognize that events in society and music are interrelated.</p>	<p>The student will: identify commonalities between music and the other fine arts by comparing rhythm from music to a dance segment.</p> <p>recognize that musical development is influenced by historical and technological events.</p> <p>recognize that events in society and music are interrelated.</p>	<p><input type="checkbox"/> Students compare the rhythm in a musical piece to a dance segment.</p> <p><input type="checkbox"/> Students write a music piece and incorporate movement and costumes.</p> <p><input type="checkbox"/> Students listen to music that corresponds to historical events, e.g., Civil War, WWI, WWII, 60s, Martin Luther King, etc.</p> <p><input type="checkbox"/> Students listen to music and relate it to an event in society.</p>	

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Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.5.4. Demonstrate ways music and other disciplines are integrated.	The student will: demonstrate ways music and other disciplines are integrated using sound effects to enhance poetry rhythm related to math and pitch to the science of sound.	<input type="checkbox"/> Students integrate music in other disciplines. <ol style="list-style-type: none"> 1. Use sound effects to enhance poetry and literature. (Cinquains work especially well for this.) 2. Discuss rhythms as they relate to math concepts. 3. Discuss pitch as it relates to the science of sound. (Orff instruments, pitched diatonic tubes and African talking drums are good visual demonstrations of how length affects pitch.) 4. Relate historical and social significance of standard musical literature, e.g., “Boogie Woogie Bugle Boy” to World War II. 	
M.5.5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.	incorporate computer technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines	<input type="checkbox"/> Explore music software and the Internet to relate music to <ul style="list-style-type: none"> ◆ Diverse cultures ◆ Societies ◆ Historical events ◆ Visual arts ◆ Dance 	
M.5.6. Sacred Songs Liturgy/Mass	sing these songs as appropriate to church service.		