



Archdiocese of Washington Catholic Schools

Academic Standards

Music



GRADE 6

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing songs with independent parts, both a cappella and accompanied, and they follow the directions of a conductor.

- 6.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.
- 6.1.2 Explore the changing voice and expanding vocal range through warm-ups and selected repertoire.
- 6.1.3 Sing expressively with attention to dynamics, phrasing, and articulation.
- 6.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.
- 6.1.5 Sing unison and part songs, partner songs, and rounds, a cappella and with varied accompaniment.
- 6.1.6 Follow the cues of a conductor.

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- 6.2.1 Play melodic, rhythmic, and chordal patterns by rote and by reading.
- 6.2.2 Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.
- 6.2.3 Play I, IV, and V chord patterns independently or as part of an ensemble.
- 6.2.4 Play melodies and accompaniments of various styles and cultures independently or in ensembles.
- 6.2.5 Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics, independently or in ensembles.
- 6.2.6 Maintain an independent part on an instrument in a group while following the cues of a conductor.



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Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They invent short compositions independently and cooperatively.

- 6.3.1 Improve rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.
- 6.3.2 Improve a melody of a determined length to be sung or played with an existing ostinato.
- 6.3.3 Improve melodic and rhythmic variations of learned songs by singing and using instruments.
- 6.3.4 Independently and cooperatively improvise successive melodic phrases to create a song.
- 6.3.5 Improve rhythmic and melodic phrases on a variety of instruments in response to the cues of a student or teacher conductor.

Standard 4- CREATING MUSIC: Composing and arranging music within specified guidelines

Students create, arrange, and perform instrumental and vocal compositions within established guidelines.

- 6.4.1 Plan and perform a rhythmic speech composition with text based on themes such as teams, cars, or places. Include performance indicators such as tempo, dynamics, and changes in vocal timbre.
- 6.4.2 Compose melodies to be sung or played with a given ostinato or accompaniment.
- 6.4.3 Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.
- 6.4.4 Arrange a given short two-part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.
- 6.4.5 Collaboratively create a short drama based on a folk tale or historical event incorporating student-generated lyrics, melodies, and instrumentation. Perform the completed work.



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Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.

- 6.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, 6/8, 3/8, alla breve, and asymmetrical meters.
- 6.5.2 Identify and notate rhythms and melodies from aural examples.
- 6.5.3 Read and perform songs from notation and sight read new songs from simple musical scores.
- 6.5.4 Read and perform in various major and minor keys.
- 6.5.5 Apply the designated expressive markings when singing or playing music.

Standard 6 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They experience and describe live musical performances.

- 6.6.1 Describe musical elements including tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements may convey an expressive mood.
- 6.6.2 Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.
- 6.6.3 Recognize, discuss, and write about works of representative historic and contemporary composers.
- 6.6.4 Attend and describe live musical experiences.
- 6.6.5 Include descriptions of musical experiences in a portfolio.

Standard 7 - RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria for listening to and performing music.

- 6.7.1 Establish criteria for distinguishing effective musical works including classroom and recorded compositions. Use criteria to discuss or write about specific examples.



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6.7.2

6.7.3 Apply established criteria for effective performance when listening to live and recorded music.

6.7.4 Apply established criteria when performing music in and outside the classroom.

Standard 8 - RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students explore specific interdisciplinary connections and express them through various means. They recognize how music activities connect to life skills needed in many contexts.

6.8.1 Use various means to explore interdisciplinary connections of a concept such as creativity:

- Mapping possible connections
- Investigating a compositional technique such as John Cage's creative use of "prepared piano" and discovering cross-disciplinary associations
- Responding to a writing prompt such as, "How is the creative process in music similar to that in other disciplines such as science, literature, or art?"

6.8.2 Compare compositional techniques in music and other disciplines, such as sequences in musical examples and simple tessellations in mathematics and art.

6.8.3 Integrate music into an interdisciplinary presentation of a specific topic.

6.8.4 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9 - RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They research career opportunities in music related to contemporary culture.

6.9.1 Investigate past and contemporary uses of music to influence societal change such as the political context of "Yankee Doodle," or protest songs like "If I Had a Hammer" or "I Am Woman."

6.9.2 Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky's "1812 Overture."

6.9.3 Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

6.9.4 Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.

6.9.5 Research various career opportunities related to contemporary American music.