

2021-2022-Sixth Grade-Instrumental Music-Quarter 1

Big Ideas/Key Concepts: Exploration of Musical Concepts

Enduring Understandings: Performers make musical decisions based on their understanding of musical concepts.

Essential Questions: How do performers use musical concepts to develop musicianship?

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p style="text-align: center;">CREATE</p> <p>6.IM.Cr1.A Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s).</p> <p style="text-align: center;">CONNECT</p>	<p style="text-align: center;">PERFORM</p> <p>I can read and notate basic rhythms and pitches.</p> <p>I can count and sing basic rhythmic patterns.</p> <p>I can demonstrate correct body and instrument posture.</p> <p>I name the parts of my instrument.</p> <p>I can properly assemble my instrument.</p> <p>I can demonstrate characteristic tone.</p> <p style="text-align: center;">CREATE</p> <p>I can improvise a short melody using first pitches.</p>	<p><u>BAND</u> Notes/Scales/Keys: 5 note scale (Concert Bb, C, D, Eb, F) Rhythm/Meter: Whole, Half, Quarter, 4/4 Musicality/Vocabulary: Embouchure, Staff, Clef, Measure, Sharp, Flat, Natural, Repeat Sign, Breath Mark, Time Signature Additional Percussion Techniques: Steady Beat; Full Stroke; Tap Stroke; Down Stroke; Up Stroke; Single Stroke Roll <u>ORCHESTRA</u> Notes/Scales/Keys: Open strings, D string notes (D, E, F#, G, A) Rhythm/Meter: quarter, 4/4 Musicality/Vocabulary:</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can create a variation of a simple rhythmic pattern.</p> <p>I can define transposition.</p> <p style="text-align: center;">CONNECT</p> <p>I can relate the music I am learning to my daily life.</p>	<p>Parts of instrument and bow, posture, position, pizzicato, bow hold, arco, down bow, up bow, staff, clef, measure, time signature, counting, sharp, repeat sign, double bar</p>

2021-2022-Sixth Grade-Instrumental Music-Quarter 2

Big Ideas/Key Concepts: Development and Refinement of Musical Concepts and Artistic Techniques

Enduring Understandings: Performers express musical ideas, analyze, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate content.

Essential Questions: How do musicians improve the quality of their performance?

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p>	<p style="text-align: center;">PERFORM</p> <p>I can choose appropriate musical examples to perform in a variety of settings.</p> <p>I can identify musical markings and apply them to my performance.</p> <p>I can identify expressive qualities in my music and apply them to my performance.</p> <p>I can read and notate basic rhythms and pitches.</p> <p>I can demonstrate a characteristic tone a <i>mezzo forte</i> with varying rhythms.</p> <p>I can sight-read beginning musical examples alone and with an ensemble.</p>	<p><u>BAND</u></p> <p>Notes/Scales/Keys: Concert G, A, Bb; Key of Bb</p> <p>Rhythm/Meter: Dotted half, eighth, 2/4, 3/4</p> <p>Musicality/Vocabulary: Forte, Piano, Mezzo, Pick-up note/Anacrusis, Crescendo, Decrescendo, Key Signature, Slur, Tie, Accent, 1st and 2nd Endings</p> <p>Additional Percussion Techniques: Paradiddle, Flam, Flam Tap, Multiple Bounce Roll/Buzz Roll; Double Stroke Roll; Timpani Tuning Intervals - 4ths and 5ths; Auxiliary Percussion Techniques</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: One octave D major scale notes (D-D); bass shifting (III position notes); G</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>6.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).</p> <p style="text-align: center;">RESPOND</p>	<p>I can apply teacher provided practice strategies.</p> <p>I can demonstrate dynamic and/or tempo control while playing beginning music.</p> <p>I can describe various performance venues and how they might impact a performance.</p> <p style="text-align: center;">CREATE</p> <p>I can create and develop the final two measures for a four-measure melody.</p> <p style="text-align: center;">RESPOND</p> <p>I can demonstrate how context impacts a person's response to music (for example: performance space, culture, historical time periods, personal knowledge of music, etc.).</p> <p style="text-align: center;">CONNECT</p> <p>I can analyze how music is impacted by the historical time period in which it was written.</p> <p>I can discuss the relationship between music and other arts.</p>	<p>string notes and one octave G major scale; 4th finger notes (violin and viola)</p> <p>Rhythm/Meter: Eighth, half, whole, 2/4</p> <p>Musicality/Vocabulary: key signature, time signature, tone, intonation, bow hold, arco, down bow, up bow, bow lift, ledger lines, shifting, position, octave, scale, 1st and 2nd endings, harmony</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p style="text-align: center;">CONNECT</p> <p>6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		

2021-2022-Sixth Grade-Instrumental Music-Quarter 3

Big Ideas/Key Concepts: Refine and complete artistic works by interpreting intent and meaning.

Enduring Understandings: Through their use of elements and structures of music, creators and performers demonstrate their expressive intent.

Essential Question: How do performers and audiences discern expressive content, and how to evaluate performances?

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p>	<p style="text-align: center;">PERFORM</p> <p>I can choose, with guidance from my teacher, appropriate musical examples to perform in a variety of settings.</p> <p>I can demonstrate how musical techniques and markings impact my performance.</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can demonstrate my ability to read music by performing beginning level literature.</p> <p>I can demonstrate a characteristic tone throughout a one octave range on my instrument.</p> <p>I can use a tuner to determine if I am flat or sharp.</p>	<p><u>BAND</u></p> <p>Notes/Scales/Keys: Concert E and Ab; Bb, Eb, and F Scale; Key of Eb and F</p> <p>Rhythm/Meter: Dotted quarter, single eighth note/rests, syncopation</p> <p>Musicality/Vocabulary: Accidental, Phrase, D.C. al Fine, Allegro, Moderato, Andante, Largo, Staccato</p> <p>Additional Percussion Techniques: sixteenth notes; 5 and 9 stroke rolls; flam accent</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine G major notes; f-natural, c-natural; C and E string notes; C major scale; Bass II½ and II position</p> <p>Rhythm/Meter: Dotted half note, 3/4</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>6.IM.Cr2.B Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p>6.IM.Cr3.A Evaluate and refine draft compositions and/or improvisations based on</p>	<p>I can adjust my instrument appropriately to correct intonation problems.</p> <p>I can perform a variety of musical styles* as an individual and with an ensemble.</p> <p>I can sight-read beginning musical examples alone and with an ensemble.</p> <p>I can identify technical challenges in my music and develop strategies to improve.</p> <p>I can demonstrate dynamic and tempo control while playing with an ensemble.</p> <p>I can demonstrate appropriate performance etiquette based on the context of music and/or performance.</p> <p style="text-align: center;">CREATE</p> <p>I can notate and/or record an original musical example.</p> <p>I can evaluate and revise an original musical example based on given criteria.</p> <p style="text-align: center;">RESPOND</p> <p>I can identify and justify my reasons for selecting music.</p>	<p>Musicality/Vocabulary: slur, tie, pickup, D.C. al Fine, natural, half step, whole step, finger pattern, chromatic, minor</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>knowledge, skill, and teacher-provided criteria.</p> <p style="text-align: center;">RESPOND</p> <p>6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p>6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p style="text-align: center;">CONNECT</p> <p>6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can analyze how context and musical elements inform my response to music.</p> <p>I can interpret and describe intent and meaning of musical works.</p> <p>I can support my interpretations of intent and meaning of musical works, citing elements of music, context, and historical significance as evidence.</p> <p style="text-align: center;">CONNECT</p> <p>I can describe connections between music and other disciplines.</p>	

2021-2022-Sixth Grade-Instrumental Music-Quarter 4

Big Ideas/Key Concepts: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Enduring Understandings: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>6.IM.P1.A Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>6.IM.P1.B Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances.</p> <p>6.IM.P1.C Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p>6.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p>	<p style="text-align: center;">PERFORM</p> <p>I can select music to perform based on my personal abilities.</p> <p>I can select warm-ups that develop my skills.</p> <p>I can identify musical markings and apply them to my performance.</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can perform Grade I literature</p> <p>I can produce a characteristic tone throughout a wider range of my instrument.</p> <p>I can determine whether I am flat or sharp by listening to a given pitch and comparing it to my own sound.</p>	<p>BAND</p> <p>Notes/Scales/Keys: Ab Scale and Chromatic Scale</p> <p>Rhythm/Meter: Review and reinforce</p> <p>Musicality/Vocabulary: Forte, Piano, Mezzo, Pick-up note/Anacrusis, Crescendo, Decrescendo, Key Signature, Slur, Tie, Accent</p> <p>Additional Percussion Techniques: Flamadiddle</p> <p>ORCHESTRA</p> <p>Notes/Scales/Keys: Review and reinforce notes on all 4 strings; mixing finger patterns introduce 2 octave scales without shifting (violin G major; viola/cello C major)</p> <p>Rhythm/Meter: Review and reinforce</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>6.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>6.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>6.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>6.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music.</p> <p>6.IM.P3.B Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>6.IM.Cr3.B Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>	<p>I can adjust my instrument appropriately correct intonation problems.</p> <p>I can sight-read beginning musical examples alone and with an ensemble.</p> <p>I can develop and apply practice strategies to improve my performance.</p> <p>I can play different styles of music using a variety of techniques to demonstrate the expressive qualities of the style (e.g. slides for fiddle music or bends and swing for jazz).</p> <p>I can use appropriate techniques and performance decorum for the context of the music.</p> <p style="text-align: center;">CREATE</p> <p>I can share a fully developed original musical example.</p> <p style="text-align: center;">RESPOND</p> <p>I can describe how personal experiences (both in and out of class), knowledge and context influence my personal artistic process.</p> <p style="text-align: center;">CONNECT</p>	<p>Musicality/Vocabulary: dynamics, piano, mezzo, forte, crescendo, decrescendo, staccato, legato, detache, hooked bowing, tempo markings, arpeggio</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">RESPOND</p> <p>6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p> <p style="text-align: center;">CONNECT</p> <p>6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	