

Section Sixth Grade Vocal Music

Rationale: Music is an essential expression of human culture. Each child has the right to learn and experience music through participation in a balanced, comprehensive, and sequential program of study. By building a relationship with music, an individual develops a sense of satisfaction, joy and self-worth. Performing, creating, and responding to music are the fundamental music processes in which our students will engage. Music helps to develop discrimination, experimentation, creativity, evaluation, social skills, teamwork, and fosters aesthetic sensitivity. Music is an art form that unites the cognitive, affective, and psychomotor domains as no other subject can.

Course Description: Vocal music is a course that enables students to develop healthy vocal technique, while becoming more knowledgeable about music through sight singing and the study of music theory and music history. Choral music students learn to sing alone and with others

Strand I: Elements of Music

Learning Goal 1: Rhythm

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Identify, conduct, read, sing, play, and create music using: whole, half, quarter, eighth, sixteenth notes and rests (including dotted half, half tied to a quarter, dotted quarter).
			Identify, conduct, read, sing, play, and create music using: 2/4, 3/4, 4/4, cut time and mixed meter.

Learning Goal 2: Melody

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify the whole/half step patterns for a major scale.			
			Identify, conduct, read, sing, play, and create music using: all intervals of the diatonic scales in C, F, and G major.

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify corresponding pitch syllables if Do is given.			
Identify if a piece is in a major or minor key by listening to it.			

Learning Goal 3: Form

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Identify, conduct, read, sing, play, and create music using: binary, ternary and rondo forms.
Identify the story forms of opera, oratorio, ballet, and musical.			

Learning Goal 4: Harmony

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Sing music in SA and SSA voicing.		
	Identify and demonstrate an understanding of the I, IV, and V7 chords in the keys of C, F, and G major.		

Learning Goal 5: Vocabulary

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Know the names of the historical time periods (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) and identify music from these periods.			
Identify the bass clef and the letter names of the bass staff notes, treble clef and the letter names of the treble staff notes, including two ledger lines above and below each staff.			
	Identify and use the following dynamic markings: pp, p, mp, mf, f, ff.		
	Identify and use the following articulation markings: crescendo, decrescendo, accent, slur, staccato.		

Strand II: Performance

Learning Goal 1: Musicianship

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Demonstrate singing skills using a singing voice and match pitch in an appropriate range.		
	Demonstrate appropriate singing posture, breath support, and diction.		
		Demonstrate appropriate listening behavior in various settings and explain the	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		understanding of the musical experience.	
	Follow cues from a conductor; discuss the role of the conductor.		
	Articulate the process of healthy singing and how the vocal mechanism works (including characteristics of the changing voice).		
	Perform vocal warm-ups and describe their importance in singing.		
		Distinguish between quality and non-quality performance through listening and self-assessment.	
		Explain the importance of Eroup participation, perseverance, and commitment in musical settings.	
		Attend and describe live musical experiences.	

Learning Goal 2: Repertoire

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Perform music from a variety of cultures and genres, in a variety of languages and styles, applying correct stylistic elements for performance.		
	Perform simple harmonic songs (rounds, canons, partner songs, two-three part).		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Sight read standard musical notation at an easy level.
		Compare characteristics of two or more arts.	
		Describe ways in which other disciplines are interrelated with those of music.	