

Standards Division Document Development Tool (Year Long Course)

Course : 6th Grade Music

2017-2018 (Last Revision August 2012)

First Nine Weeks:	Second Nine Weeks:	Third Nine Weeks:	Fourth Nine Weeks:
<p>6.ML.1.2-Recognize the fundamental techniques necessary to sing and play an instrument.</p> <p>6.ML.2.3-Recognize standard notation symbols for music.</p> <p>6.CR.1.3-Understand potential health and wellness issues for musicians.</p>	<p>6.ML.1.1-Use steady tone when performing music.</p> <p>6.ML.2.1 (1 of 2)-Recognize whole, half, quarter, eighth note and rest duration in 2/4 and 4/4 meters.</p> <p>6.ML.2.2 (1 of 2)-Interpret, through instrument and/or voice, standard notation symbols for pitch as it relates to 6.ML.2.1</p> <p>6.CR.1.2-Understand the relationships between music and concepts from other areas.</p>	<p>6.MR.1.1-Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.</p> <p>6.MR.1.2-Analyze aural examples of music in terms of the basic musical elements and their interrelationships, using appropriate music terminology.</p> <p>6.MR.1.3-Identify criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.</p> <p>6.CR.1.1-Understand music in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).</p>	<p>6.ML.1.3-Recognize expressive elements (such as dynamics, timbre, blending, and phrasing) of music.</p> <p>6.ML.2.1 (2 of 2)-Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.</p> <p>6.ML.2.2 (2 of 2)-Interpret, through instrument and/or voice, standard notation symbols for pitch as it relates to 6.ML.2.1</p> <p>6.ML.3.1-Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.</p> <p>6.ML.3.2-Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.</p>

Proposed Benchmark Frequency: At the mid-point of the course Comments: Frequency will depend on the mode of assessment.

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