



St. Mel's Catholic School

Music Guidelines

Diocese of Sacramento

Sixth Grade

Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Tone Color

1.1 Understand the composition of a choir.

1.2 Be able to track a voice's line in a multi-part selection.

Rhythm

1.3 Be able to identify meter changes in performed music.

Form

1.4 Understand several musical phrase forms.

1.5 Be able to recognize forms and identify the separate phrases.

1.6 Be able to identify forms in folk and pop music and identify the separate phrases.

2. Students demonstrate perceptual skills by moving to music, answering questions about

music, and describing aural examples of music.

Tone Color

2.1 Be able to name and identify by ear the voices of the choir.

Form

2.2 Be able to identify phrases and say/write letters to indicate forms.

2.3 Be able to improvise movement to identify and respond to separate phrases.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

Pitch

3.1 Be able to sight read simple multi-part vocal music.

3.2 Be able to read notes on the grand staff.

Rhythm

3.3 Be able to sing and/or play multiple line rhythmic notation.

3.4 Understand the function of time signature and note values in simple meter.

3.5 Be able to verbally and in writing interpret $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, and $\frac{6}{8}$.

3.6 Be able to take simple rhythmic dictation (whole, half, quarter, eighth notes).

Harmony

3.7 Understand major key signatures in treble clef, major scale, and major triads.

3.8 Be able to read and write C, F, and G key signatures.

3.9 Be able to write and sing a major scale.

3.10 Be able to write and sing major triads in solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).

Performance Skills

3.11 Be able to follow words and notes together in a musical score.



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Creative Expression

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

Pitch

4.1 Be able to strive to sing in tune and identify when you are not.

Rhythm

4.2 Be able to sing and play in duple and triple meter.

Style

4.3 Be able to explain the feeling/mood of a performance piece and strive to express it.

Performance Skills

4.4 Be able to use correct posture for singing, playing, and breathing.

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Understand, sing, and/or play music of (*various styles*).

5.2 Know the names and historical origins of the styles.

5.3 Be able to explain the feeling, mood, and impact of the music.

5.4 Be able to suggest in simple musical terms how the styles are different.

5.5 Know the basic facts (name, life dates, home nation or place, historical status) and be

able to recognize a few of the famous compositions of (*1-3 major composers*).

5.6 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

Aesthetic Valuing

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

Performance Skills

6.1 Be able to use all the components of music to make a quality expressive performance.

6.2 Be able to work together to improve effort and to create a quality performance integrating other expressive elements, such as drama, movement, and costume.

6.3 Be able to apply strategies to work towards ensemble singing/playing/performing, including basic rehearsal etiquette and practice.

6.4 Be able to use and store classroom equipment/materials properly.

Audience Skills

6.5 Be able to show quiet and appreciative attention to the performance of others.

6.6 Be able to express appreciation for performance with proper clapping and with



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compliments.