

Course: Music Exploratory

Grade Level: 6

LG 1 Concepts

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Create

Anchor Standard 1: Generate and conceptualize artistic ideas and work

(MU:Cr1.1.6a) Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

(MU:Cr2.1.6b) Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

Learning Goal

Students will understand the fundamentals of reading, writing, and performing music.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Reading and notating rhythmic patterns such as those that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes and corresponding rests.
- Reading and notating melodic patterns such as those that include intervals of steps, skips and repeated pitches.
- Applying expression markings to musical performances that include dynamic, articulation and tempo to enhance music performance.

Level 2: Student demonstrates he/she is nearing proficiency by:

	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: rhythm, melody, expressive symbols, and musical notation including whole notes, half notes, quarter notes, eighth notes, sixteenth notes, rests, notation, diatonic interval, accidental symbols.• Performing processes such as:<ul style="list-style-type: none">○ Identifying similar and contrasting musical phrases and section.○ Identifying melodic patterns.○ Recognizing diatonic intervals.○ Playing simple musical forms. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Grade Level: 6

LG 2 Instruments

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Performing

Anchor Standard 6: Convey meaning through the presentation of artistic work.

(MU:Pr6.1.6a) Perform the music with technical accuracy to convey the creator’s intent.

(MU:Pr6.1.6b) Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

Learning Goal

Students will be able to create with musical instruments.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Interpreting musical notation needed to play pitched and non-pitched instruments.
- Applying expressive techniques to enhance or improve a musical performance.
- Performing with appropriate posture, technique and tone production.
- Creating simple ensemble sets.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: rhythm, note, pattern, aural, drum, recorder, xylophone, guitar.
- Performing processes such as:

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| | <ul style="list-style-type: none">○ Performing rhythmic drills and drumming patterns.○ Playing simple melodic patterns on pitched instruments such as recorder or guitar.○ Collaborating with classmates to improvise melodic and rhythmic patterns. |
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Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LG 3 Musical Culture

High Priority Standards

NCCAS Standards

MUSIC

Process Component: Responding

Anchor Standard 7: Perceive and analyze artistic work

(MU:Re7.2.6a) Describe how the elements of music and expressive qualities relate to the structure of the pieces.

(MU:Re7.2.6b) Identify the context of music from a variety of genres, cultures, and historical periods.

Learning Goal

Students will understand musical history and musical cultures.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Applying background knowledge of various musical eras, styles and cultures while experiencing music.
- Interpreting the artist's intent for creating composition regarding historical, and cultural influences.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: era, genre, musical composition, composer, classical milestone, and critique.
- Performing processes such as:
 - Identifying common elements in the music of a culture or genre.
 - Recognizing important compositions that have influenced music.

	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Band
Grade Level: 6
LG 1 Concepts