CHOIR
Grade 6

Unit of Credit: One Year

Prerequisite: None

Course Overview:
The 6th grade Choir class provides instruction in creating, performing, listening to, and analyzing music with a specific focus on the development of singing skills age appropriate to students 11 and 12.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets *(Type)*:

1) I can demonstrate correct posture for singing. *(S)*
2) I can demonstrate correct breathing techniques. *(S)*
3) I can maintain good focus while singing. *(S)*

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can demonstrate good articulation while singing. *(S)*
2) I can sing expressively appropriate to the style of vocal literature. *(S)*

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

1) I can sing music from different cultures with appropriate style. *(S)*

Benchmark 4: Students sing music written in two and three parts.

Learning Targets *(Type)*:

1) I can perform with a pleasant singing tone in middle and high registers. *(S)*
2) I can sing accurate pitches. *(S)*
3) I can perform accurate rhythms. *(S)*
4) I can identify correct meters. *(K)*

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

1) I can participate in choral activities that have harmonic parts. *(S)*

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets *(Type)*:

1) I can demonstrate musical skills on tuned and unturned percussion. *(S)*
2) I can play on melodic and harmonic instruments. *(S)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can play a variety of accompaniments on tuned and unturned percussion. *(S)*

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets *(Type)*:

1) I can improvise simple pentatonic melodies and ostinati. *(S)*
2) I can improvise using movement and musical instruments. *(S)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets *(Type)*:

1) I can demonstrate understanding of musical structure through composition using musical instruments. *(R)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets *(Type)*:

NOT ADDRESSSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets *(Type)*:

1) I can use a variety of instruments and nontraditional sound sources to compose and arrange music. *(S)*

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Learning Targets *(Type)*:

1) I can perform music in 4/4, 3/4, and 6/8 time. *(S)*
2) I can identify and perform basic note and rest values. *(K)*

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets *(Type)*:

1) I can recognize notes moving up and down by step. *(R)*
2) I can identify the eight steps in a solfege scale. *(R)*

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Learning Targets *(Type)*:

1) I can identify and define musical terms and symbols. *(K)*

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

Learning Targets *(Type)*:

1) I can visually represent my musical ideas. *(S)*

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets *(Type)*:

1) I can identify and describe meter, mood, style, tempo, and dynamics in a song. *(K)*

2) I can identify basic musical forms. *(K)*

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets *(Type)*:

1) I can evaluate a live performance. *(R)*

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets *(Type)*:

1) I can listen to a recording of a performance for self-assessment. *(R)*
2) I can give positive feedback to others. *(R)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets *(Type)*:

1) I can identify common elements between music, visual arts, drama, and dance. *(K)*

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Learning Targets *(Type)*:

1) I can participate in interdisciplinary units. *(P)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and cultures.**

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can distinguish music from different cultures, including Montana American Indian cultures. *(R)*

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets *(Type)*:

1) I can classify music by genre and style. *(K)*

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

1) I can compare and contrast functions of music in different cultures, including Montana American Indian cultures. *(R)*
2) I can perform music in a variety of languages. *(S)*