

COMMUNITY UNIT SCHOOL DISTRICT 200

INTERRELATED ARTS—VOCAL MUSIC

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 6

1. Subject Expectation **The student will know the language of the arts.**
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
---	--

- Critical Content 25.A.3c a. identify and describe changes in elements, organizational principles and expressive qualities in a variety of musical styles
- Sensory Elements**
- describe tempo(s), dynamics(s), and articulation(s) in an aural example using appropriate terminology
 - identify the tone color(s){timbre(s)}of the instruments and/or voices in an aural musical example
 - translate common terms and symbols including tempo(s) *such as* andante and presto, dynamic *such as* piano and forte, and articulation(s) *such as* staccato and legato markings into English
 - distinguish and replicate the beat and rhythms of a given musical example
 - identify the meter in a musical example
 - distinguish major and minor tonalities in aural musical examples
 - describe melodic movement *such as* upward, downward, steps, skips, and repeated notes in an aural example
 - distinguish between a melody with harmony and a melody without harmony
 - distinguish the language of music within the interrelated arts
- Organizational Principles**
- identify and create simple music forms including theme and variations, ABA, AB, and rondo, when presented aurally
 - analyze the form of a simple musical composition
- Expressive Qualities**
- justify the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments
 - compare and contrast the use of expressive qualities in two performances of the same musical example
 - critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
* = exceeds state standards
Board of Education Approved 10-14-09

**Essential Learning 2
(Learning Standard B)**

Understand the similarities, distinctions and connections in and among the arts

- | | | |
|------------------|--------|--|
| Critical Content | 25.B.3 | a. compare and contrast the elements and principles in two or more art works that share similar themes <ul style="list-style-type: none">• analyze how the artistic components <i>including</i> elements, principles, expressive ideas; tools, processes, technologies; creative processes are combined within a work of art |
| | * | b. describe a work of art using the vocabulary of elements, principles, and tools among the fine arts |
| | 25.B.3 | c. identify, apply, and demonstrate the steps of the creative process as they are interrelated among the arts including <ul style="list-style-type: none">• input• brainstorming• finding potential• reorganization• production• evaluation/reflection |
| | 25.B.3 | d. recognize that the creative process is intrinsic in all art forms |

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept

including = a mandatory concept

* = exceeds state standards

Board of Education Approved 10-14-09

**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
---	---

- | | | |
|------------------|---------|---|
| Critical Content | 26.A.3c | a. describe the processes involved in composing, conducting and performing |
| | 26.A.3d | b. read and interpret the traditional music notation in a varied repertoire |
- Tools**
- describe basic sound production theory (electronic and acoustic)
- Processes**
- demonstrate basic vocal and/or instrumental production techniques *such as* breath support, posture, and bowing
 - use standard notation to record simple musical ideas
 - sing or play melodies accurately and expressively from a written score in at least one clef
 - identify and accurately interpret symbols for dynamics, tempo, expression, and articulation
 - sight-read simple melodies and rhythms
 - describe the role of composers
 - describe the role of conductors in a performance
 - describe the roles of singers or instrumentalists in a performance
- c. use the creative process through several applications including the steps to create a product
- input
 - brainstorming
 - finding potential
 - reorganization
 - production
 - evaluation/reflection

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
---	--

- | | | |
|------------------|---------|--|
| Critical Content | 26.B.3c | a. sing or play with expression and accuracy a variety of music representing diverse cultures and styles |
|------------------|---------|--|
- Skills**
- sing or play music that has a difficulty level of 2* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good breath and with clear articulation/diction
- Creating**
- improvise original melodies over given chord progressions
 - compose/arrange music within specific guidelines

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
* = exceeds state standards
Board of Education Approved 10-14-09

Essential Learning 3 *

Reflect upon and assess one's work and the work of others

- | | | |
|------------------|---------|---|
| Critical Content | 26.B.2d | a. discuss why one creates art |
| | 26.B.2d | b. use creative problem solving techniques to |
| | | <ul style="list-style-type: none">• analyze problems to separate givens from assumptions• generate many possible solutions to a given problem• select the solutions with greatest quality and which is most appropriate |
| | * | c. use a common language of IRA across the curriculum that is transferable and applicable to drama and visual arts |

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept

including = a mandatory concept

* = exceeds state standards

Board of Education Approved 10-14-09

3. Subject expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
---	---

- Critical Content 27.A.3a a. identify and describe career and jobs in and among the arts and how they contribute to the world of work
- 27.A.3b b. compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment

Roles of artists and audiences

- evaluate audience behaviors of self and others
- explain how works of art relate to the environment where they are performed or displayed and how the space affects the arts *such as* outdoor sculpture, murals, theatre in the round, and dancing in a parade vs. on a stage
- describe how the venue influences who the audience is and the way the audience responds *such as* outdoor art fair versus museum, half-time show at a sporting event versus symphony hall

Contributions of the arts

- explain ways dance, drama, music, and visual art play a part in everyday life *such as* education, architecture, landscape design, political cartoons, fashion design, background music, and television
- explain how the arts are used in commercial applications *such as* posters, TV commercials, package design, and industrial design
- categorize types of artists with their art and art related products or performances *such as* commercial artist, and artistic directors
- know that the creative process is transferable to other situations

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
---	---

- Critical Content 27.B.3 a. know and describe how artists and their works shape culture and increase understanding of societies, past and present
- describe how the same idea is expressed in works of art *such as* portraits, wedding dances, and national anthems from different cultures, times, or places
 - compare the ways different cultures, times, or places use materials to produce works of art *such as* musical instruments, masks, puppets, pottery, and textiles
 - list artists who have made significant contributions and describe their ideas

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
* = exceeds state standards
Board of Education Approved 10-14-09

4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
-----------------------------	----------	---

- Critical Content
- * a. come to a performance at designated time in proper attire
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. sing with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
-----------------------------	----------	---

- Critical Content
- * a. use precise language versus broad statements such as, “It was good,” to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
-----------------------------	----------	---

- Critical Content
- * a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances

Grade 6 Interrelated Arts-Music

NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
* = exceeds state standards
Board of Education Approved 10-14-09