

Scope and Sequence Curriculum Guide Based On TEKS For Grade 6

STRAND	A	B	C	D
<p>6.1.1 PERCEPTION: The student describes musical sound & demonstrates musical artistry.</p>	<p>Demonstrates characteristic sound with resonance, purity, & accuracy using correct posture & breath control within one octave for brass & oboe and two octaves for woodwinds & percussion</p>	<p>Use standard terminology in explaining intervals, music notation, musical instruments, & musical performances.</p> <ul style="list-style-type: none"> • Use a system for writing/reading the diatonic scales • Use rhythm syllables and/or counting system • Identify the components of printed music including staff, clef, key, and time signatures • Identify the components of tempo, dynamics, articulation & style markings • Composer/arranger listings • Instrument parts or groupings • Label unison, whole steps, half steps, octaves 	<p>Identify music forms aurally & through notation.</p> <ul style="list-style-type: none"> • Identify musical forms (theme and variations, AB, ABA, etc.) • Identify phrase forms (same & different, questions & answer, melodic sequence, etc.) 	
<p>6.2.1 CREATIVE PERFORMANCE & EXPRESSION: The student describes & analyzes musical sound & demonstrates musical artistry</p>	<p>Perform independently with accurate intonation, good fundamental skills, and basic performance techniques.</p> <ul style="list-style-type: none"> • Demonstrate correct posture at all times: sit or stand tall with head erect, shoulders back but relaxed, & both feet flat on the floor • Maintain correct hand position & orientation of the instrument to the body • Use diaphragmatic breathing as a habitual part of playing • Set & maintain the proper embouchure when playing • Recognize "in tune" & "out of tune" in playing and be able to adjust appropriately • Perform standard articulation & legato articulation using proper tongue placement • Demonstrate rhythmic accuracy & internalized pulse 	<p>Perform expressively from memory and notation, a varied repertoire representing styles from diverse cultures.</p> <ul style="list-style-type: none"> • Perform music of various styles & diverse cultures using appropriate stylistic techniques (note & phrase length/stress) & expression (dynamic contrast) 	<p>Demonstrate appropriate small & large ensemble performance techniques during formal & informal concerts.</p> <ul style="list-style-type: none"> • Demonstrate balance, blend, & intonation within section & between sections. • Perform with note/pitch accuracy, rhythmic accuracy & stability, appropriate style, accurate phrasing, with dynamic contrast. • Play or sing independent part within the ensemble • Respond to the conductor's gestures • Dress appropriately & demonstrate proper stage etiquette in concert settings. 	
<p>6.2.2 CREATIVE PERFORMANCE & EXPRESSION: The student reads and writes music</p>	<p>Sight-read simple music in appropriate clef in a variety of keys and meters. - Sight-read unison & ensemble literature using appropriate clefs in the concert keys of C, F, Bb, Eb, & Ab in 4/4, 2/4, 3/4, cut time, and 6/8 meters.</p>	<p>Use standard symbols to notate meter, rhythm, pitch, & dynamics (manuscript or computer generated). - Notate simple melodies & rhythms using known music symbols from 6.2.2 & 6.2.3</p>	<p>Identify music symbols & terms referring to dynamics, temp, & articulation & interpret them appropriately when performing</p> <ul style="list-style-type: none"> • Identify & interpret music symbols & terms • Dynamics: crescendo, decrescendo, & <i>pp</i> – <i>ff</i> • Tempo: presto, allegro, moderato, andante, adagio, largo • Tempo modifications: ritard, accelerando, fermata • Articulation: staccato, legato, slur, marcato 	
<p>6.2.3 CREATIVE PERFORMANCE & EXPRESSION: The student creates & arranges music within specified guidelines</p>	<p>Create rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> • Write or improvise simple four-measure melodies using eighth, quarter, half, & whole notes with corresponding rests starting and ending on tonic 	<p>Arrange rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> • Arrange simple four-measure melodies using eighth, quarter, half, & whole notes & rests starting and ending on tonic. 		
<p>6.3.1 HISTORICAL/CULTURAL: The student relates music to history, to society, & to culture</p>	<p>Describe aurally-presented music representing diverse styles, periods, & cultures.</p> <ul style="list-style-type: none"> • Compare & contrast music of at least two diverse styles, periods, & cultures 	<p>Describe music related vocations & avocations.</p> <ul style="list-style-type: none"> • Describe amateur & professional music vocations & avocations including music educator, singer, instrumentalist, composer, conductor, audio & video engineer, marketing & public relations, & other music careers 	<p>Perform music representative of diverse cultures, including American & Texas heritage.</p> <ul style="list-style-type: none"> • Perform music from various historical periods &/or cultures • Explore & discuss the significance & background of that music 	<p>Relate the other fine arts to music concepts. Identify common themes or concepts between music & other arts disciplines using a variety of media.</p>