

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music
COURSE TITLE: Grade 6 General Music
GRADE LEVEL: Grade 6

COURSE DESCRIPTION: In the sixth grade course students learn music reading skills and incorporate them on beginning keyboards. Students, who show proficiency, work on independent projects such as composition and advanced music. In addition, students explore the voice change process. They learn the basic muscles, how they change, and how it effects the speaking and singing voice.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 6 General Music education should be able to . . .

Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music.

Benchmark: Perform instrumentally both alone and in front of an audience of their peers in the classroom setting.

Standard II. Read and notate music.

Benchmark: Read, notate, and demonstrate on the piano keyboard beginning level keyboard music.
Identify and use effectively on the piano keyboard musical symbols and traditional music terms.

Standard III. Listen to, analyze, and describe music.

Benchmark: Listen to music with purpose and focused concentration.
Use appropriate musical terminology when describing music.

Standard IV. Understand music in relation to culture and careers.

Benchmark: Classify by genre of style and by historical period or culture.
Identify various roles that musicians perform.



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PREREQUISITES: None

COURSE DESCRIPTION: In the sixth grade course students learn music reading skills and incorporate them on beginning keyboards. Students, who show proficiency, work on independent projects such as composition and advanced music. In addition, students explore the voice change process. They learn the basic muscles, how they change, and how it effects the speaking and singing voice.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 6 General Music education should be able to . . .

Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students in Grade 6 General Music should be able to . . .

Benchmark: Perform instrumentally both alone and in front of an audience of their peers in the classroom setting.

Indicators: Demonstrate beginning proficiency playing the following on the piano keyboard:
Utilize correct hand position according to music. I
Maintain steady tempo throughout pieces in 2/4,3/4, 4/4. D
Play correct rhythmic values for the following notes and rests: quarter, half, dotted half, whole, eighth, dotted quarter. A
Play correct pitches as required by beginning level keyboard music. D
Identify/play flat and sharp notes. I

Assessments: Students will be assessed in a variety of ways:
Teacher observation of identified criteria through 5 piano quizzes during the General Music time frame.
Peer observation of identified expectations
Self evaluation of identified expectations

Standard II. Read and notate music. The students in Grade 6 General Music should be able to . . .

Benchmark: Read, notate, and demonstrate on the piano keyboard beginning level keyboard music.



Indicators: Read and play correctly the following rhythmic notes and rests: quarter, dotted quarter, half, dotted half, whole, dotted whole, eighth, sixteenth. D
Read and play correctly the following meters and time signatures: 2/4, 3/4, 4/4. I
Read and play correctly melodies at the beginning keyboard level (e.x. correct pitch using treble and bass clef and correct note direction). I

Assessment: Teacher observation
Drill and practice worksheets
Student demonstration
Short answer test

Benchmark: Identify and use effectively on the piano keyboard musical symbols and traditional music terms.

Indicators: Recognize and play symbols and terms with regard to dynamics (e.x: *pp, p, mp, mf, f, ff, crescendo, diminuendo*). D
Recognize and play symbols and terms with regard to tempo (e.x: *largo, adagio, andante, allegro, presto, accelerando, ritardando*). D
Recognize and play symbols and terms with regard to articulation (e.x: *fermata, staccato, legato, accent*). D

Assessment: Teacher observation of identified criteria
Piano quizzes

Standard III. Listen to, analyze, and describe music. The students in Grade 6 General Music should be able to . . .

Benchmark: Listen to music with purpose and focused concentration.

Indicators: Demonstrate the ability to listen to peer performances with appropriate behavior and interest. D
Demonstrate the ability to focus attention during a listening activity. D

Assessments: Teacher evaluation of identified criteria
Student evaluation
Paper/pencil activities

Benchmark: Use appropriate musical terminology when describing music.

Indicators: Describe music through the use of standard musical terminology. D
Use appropriate musical terminology while describing musical performances. D

Assessments: Teacher evaluation of identified criteria
Writing assignments



Standard IV. Understand music in relation to culture and careers. The students in Grade 6 General Music should be able to . . .

Benchmark: Classify by genre of style and by historical period or culture.

Indicators: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures and based on Level 1 and 2 music selections. D
Identify and explain the stylistic features of a given musical work. D

Assessments: Listening activities

Benchmark: Identify various roles that musicians perform.

Indicators: Explore career possibilities in music, recognizing personal interest and aptitude, educational requirements, and job qualifications. I
Explore avocational possibilities based on personal interest and aptitude. I

Assessments: Paper/pencil activities
Speeches from community members

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

