

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Music

**COURSE TITLE:** Instrumental Music

**GRADE LEVEL:** Grade 6

**PREREQUISITES:** Successful completion of 5<sup>th</sup> grade band or by approval of director

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**COURSE DESCRIPTION:** Students in sixth grade instrumental music continue to refine musical skills on wind and percussion instruments. Group and individual learning opportunities in band include concert band and lessons. The band and individuals perform at concerts and contests. With concert band and lessons as the core of the program, involvement fosters individual responsibility, accountability and teamwork. Many learning objectives for the sixth-grade band student are similar to those of a fifth grader, but should be achieved with increasing proficiency and fluency, even as the difficulty level of the literature studied/skills taught increases. Band instruction for each student totals 105-155 minutes of instruction per week (90-135 minutes in rehearsal depending on the Wednesday schedule, 15 minutes in individual lesson or 20 minutes in a group lesson), during the school day.

**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 Instrumental Music should be able to . . .

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

Benchmarks: Perform alone on instruments (or with others) a varied repertoire.  
Perform assigned part in an ensemble.

**Content Standard II. Read and notate music.**

Benchmarks: Demonstrate the ability to read and perform rhythm in a variety of literature.  
Read and perform melodic components of literature.  
Demonstrate the ability to read and perform articulations in a variety of literature.  
Sight-read accurately and expressively.

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

Benchmarks: Analyze examples of a varied repertoire of music.  
Demonstrate knowledge of the technical vocabulary of music.  
Evaluate a performance, composition, arrangement, or improvisation.

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

Benchmarks: Recognize the valid and natural links between the arts and other existing disciplines.  
Recognize music from other cultures.  
Identify various roles that musicians perform.  
Perform selections of Western music genres.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
GRADE 6 INSTRUMENTAL MUSIC**

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

**Benchmark: Perform alone on instruments (or with others) a varied repertoire.**

Indicators: D: Identify and perform dynamic contrast, tempo, phrasing, articulation as notated in music.  
D: Demonstrate proper embouchure, playing position, instrumental technique, and posture.  
D: Show prompt and regular attendance to lessons.

Assessments: Teacher observation of identified criteria  
Instrumental Development Record (IDR)  
Attendance record  
Optional solo contest performance ballot  
Verbal self-evaluation

**Benchmark: Perform assigned part in an ensemble.**

Indicators: D: Demonstrate balance, intonation, dynamic contrast, and tempo as notated in music.  
D: Phrase and articulate musical selections in an ensemble setting.  
I: Respond to the gestures of the conductor.  
D: Show prompt and regular attendance to rehearsals and performances, and accountability to the group.

Assessments: Teacher observation of identified criteria  
Attendance record  
Concert performances  
Large group contest performance  
Written/verbal self and peer evaluations

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



**Benchmark: Demonstrate the ability to read and perform rhythm in a variety of literature.**

- Indicators: D: Identify and play various rhythmic patterns using the following fundamental note values: whole, half, quarter, and eighth.  
I: Identify and play various rhythmic patterns using the following fundamental note values: dotted quarter.  
D: Analyze and define meter and tempo indications: 4/4, 3/4, 2/4, allegro, andante.  
D: Use a counting system properly (1 & 2 & 3 & 4 &).

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
Instrumental Development Record (IDR)  
Performances (e.g., concerts, solos, lessons, rehearsals)

**Benchmark: Read and perform melodic components of literature.**

- Indicators: D: Identify notated pitches and demonstrate on instrument.  
D: Identify and perform in correct key signatures: Bb, Eb.  
I: Identify and perform in correct key signature: F.  
I: Identify and perform chromatic scale, one octave.  
D: Identify important melodic ideas (e.g., melody, harmony, accompaniment).  
I: Identify and perform diatonic scale as applied to the above key signatures.  
D: Display a continuing refinement of tone quality.

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
Instrumental Development Record (IDR)  
Performances (e.g., concerts, solos, lessons, rehearsals)

**Benchmark: Demonstrate the ability to read and perform articulations in a variety of literature.**

- Indicators: D: Identify and play the fundamental articulations (slur, tongue).  
I: Identify and play staccato, accent, and legato articulations.

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
Instrumental Development Record (IDR)  
Performances (e.g. concerts, solos, lessons, rehearsals)

**Benchmark: Sight read accurately and expressively.**

- Indicators: D: Examine literature for notes and rhythms.



- I: Examine literature for key signature, time signature, articulations, tempo markings, form.
- I: Sight-read selected literature at an advanced beginner level.

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
Instrumental Development Record (IDR)

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

**Benchmark: Analyze examples of a varied repertoire of music.**

Indicators: D: Explain style of a piece (e.g., overture, choral, march).

Assessments: Class discussion

**Benchmark: Demonstrate knowledge of the technical vocabulary of music.**

Indicators: D: Demonstrate knowledge and application of terms (e.g., dynamics).  
I: Demonstrate knowledge and application of terms (e.g., repeat signs, first and second endings).

Assessments: Teacher observation of identified criteria  
Instrumental Development Record (IDR)  
Performances (e.g., concerts, solos, lessons, rehearsals)

**Benchmark: Evaluate a performance, composition, arrangement, or improvisation.**

Indicators: D: Determine criteria on which to evaluate performances.  
D: Update criteria as abilities of students and expectations increase.  
D: Identify and comment on technical qualities and overall effect of the performance.

Assessments: Class discussion  
Verbal/written self and peer evaluation  
Examination of rubrics or ballots

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

**Benchmark: Recognize the valid and natural links between the arts and other existing disciplines.**

Indicators: D: Demonstrate an understanding of the relationship between music and other subject matter (e.g., math & rhythm)



Assessments: Class discussion

**Benchmark: Recognize music from other cultures.**

Indicators: D: Show an understanding for music from other cultures.

Assessments: Completion of lesson book material (according to IDR level)

**Benchmark: Identify various roles that musicians perform.**

Indicators: D: Recognize the value of being a life-long performer or consumer of music.

Assessments: Class discussion

**Benchmark: Perform selections of Western music genres.**

Indicators: D: Perform music representative of the various Western music genres (e.g., jazz, marches).

Assessments: Performances (e.g. concerts, solos, lessons, rehearsals)

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.

