

HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: 6th Grade

STANDARD: 2. Perform on instruments, alone and with others, a varied repertoire of music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control	Perform rhythmic patterns or compositions, alone and in accompaniment to live and recorded performances	Percussion instruments, music books, sheet music, student compositions	Formal and informal teacher observation, class discussion and reflection
b. perform, with expression and technical accuracy on at least one string, wind, percussion , or classroom instrument, a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6;	Perform rhythmic patterns or compositions, alone and in accompaniment to live and recorded performances	Percussion instruments, music books, sheet music, student compositions	Formal and informal teacher observation, class discussion and reflection

STANDARD: 4. Compose and arrange music within specified guidelines

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;	Writing percussion compositions, arranging in Garage Band	Music Theory/Composition books, worksheets, Finale Notepad, Garage Band	Formal observation and written/arranged songs
c. use traditional and non traditional sound sources and electronic media when composing and arranging.	Writing percussion compositions, arranging in Garage Band	Worksheets, alternative “junk band” instruments, Finale Notepad, Garage Band	Formal observation and written/arranged songs

STANDARD: 5. Read and notate music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. 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;	Perform rhythmic patterns or compositions, alone and in accompaniment to live and recorded performances	Music books, sheet music, student compositions	Informal and formal teacher observation
c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;	Music analysis, class discussion	Music Theory/Composition books, sheet music, worksheets	Class discussion, formal observation, written test
d. use standard notation to record their musical ideas and the musical ideas of others;	Writing percussion compositions	Music Theory/Composition books, worksheets, Finale Notepad	Formal observation and written/arranged songs

STANDARD: 6. Listen to, analyze, and describe music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. describe specific music events in a given aural example, using appropriate terminology;	Class discussion, guided and un-guided listening exercises	Various recordings and student performances	Class discussion, formal observation, written test

STANDARD: 7. Evaluate music and music performances

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. develop criteria for evaluating the quality of music performances and compositions and apply the criteria in their own personal listening and performing;	Guided and un-guided listening exercises, class discussion	Various recordings and student performances	Class discussion, formal observation, written test
b. 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.	Guided and un-guided listening exercises, class discussion	Various recordings and student performances	Class discussion, formal observation, written test