

<i>Sing or play an instrument using a varied repertoire of music:</i>	
M6.1.1	<p>Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <ul style="list-style-type: none"> ➤ Students sing and/or play on an instrument demonstrating good musical skills, e.g., good breath control. <ul style="list-style-type: none"> ○ 1. Sing throughout their winging ranges. ○ 2. Sing music written in two or more parts. ○ 3. Play Orff instruments, recorders and traditional band/orchestra instruments.
M6.1.2	<p>Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <ul style="list-style-type: none"> ➤ Students perform music from diverse cultures. ➤ Students perform music that relates to math and literacy.
M6.1.3	<p>Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts)</p> <ul style="list-style-type: none"> ➤ Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc.
<i>Create, compose, arrange and improvise music as developmentally appropriate:</i>	
M6.2.1	<p>Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <ul style="list-style-type: none"> ➤ Students should have many experiences with echo clapping to develop a repertoire of rhythms. ➤ Students should provide answers to teacher’s rhythmic and melodic questions. (They should gradually make better decisions as to good answers, e.g., answer is related to question, answer has a final point, etc.). ➤ Students should improvise melodies on Orff instruments set up in pentatonic scale. ➤ Students should have experiences with blues chord progression and improvise in I, IV, V Chords. In early experiences, students could improvise on only one chord of the sequence.
M6.2.2	<p>Create and arrange rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> ➤ Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc. ➤ Students can use small cards with given rhythm patterns and arrange in desired order and perform on unpitched instruments. ➤ Use rondo form as a springboard to improvise rhythm and melody. The A section should be set by teacher with improvisations occurring during the contrasting sections.
M6.2.3	<p>Explore the role of technology in the creation/composition of music.</p> <ul style="list-style-type: none"> ➤ Students perform music in two or more parts, adding obbligato, descants, counter melodies, etc.
<i>Read and Notate Music:</i>	
M6.3.1	<p>Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <ul style="list-style-type: none"> ➤ Students read and perform music that uses a variety of rhythms meters, pitches, ranges, and dynamics.

M6.3.2	Use technology, when applicable, to develop reading and notating skills. ➤ Students use music software to help read and notate music.
M6.3.3	Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines. ➤ Using solfege or numbers, students sight-read various phrases of vocal and instrumental music.
Analyze, describe and evaluate music and musical performances:	
M6.4.1	Evaluate performance through critical listening for the purpose of self-correction. ➤ After students perform in a group, they critique the musical performance and write (list) their responses in a journal
M6.4.2	Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.). ➤ After students perform in a group, they critique the musical performance and write (list) their responses in a journal.
M6.4.3	Compare and contrast two or more styles of music. ➤ Students review similarities and differences in two styles of music, noting style, form, tempo, rhythms, etc.
M6.4.4	Respond to a musical performance as an informed, actively involved listener in a variety of settings. ➤ Students attend and review formal and informal musical concerts.
M6.4.5	Utilize technology to listen to, analyze, describe, and evaluate music and musical performances. ➤ Students use technology to describe and evaluate a musical performance
Relate to music from diverse cultures, society, history and other arts and disciplines.	
M6.5.1	Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.). ➤ Students compare the rhythm in a musical piece to a dance segment. ➤ Students write a music piece and incorporate movement and costumes.
M6.5.2	Recognize that musical development is a continuum influenced by historical and technological events. ➤ Students listen to music that corresponds to historical events, e.g., Civil War, WWI, WWII, 60s, Martin Luther King, etc.
M6.5.3	Recognize that events in society and music are interrelated. ➤ Students listen to music and relate it to an event in society.
M6.5.4	Demonstrate ways music and other disciplines are integrated. ➤ Students integrate music in other disciplines. <ul style="list-style-type: none"> ○ 1. Use sound effects to enhance poetry and literature. (Cinquains work especially well for this.) ○ 2. Discuss rhythms as they relate to math concepts. ○ 3. Discuss pitch as it relates to the science of sound. (Orff instruments, pitched diatonic tubes and African talking drums are good visual demonstrations of how length affects pitch.) ○ 4. Relate historical and social significance of standard musical literature, e.g., “Boogie Woogie Bugle Boy” to World War II

M6.5.5	Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines <ul style="list-style-type: none">➤ Explore music software and the Internet to relate music to X Diverse cultures X Societies X Historical events X Visual arts X Dance
M5.5.6	Sing sacred songs of the Mass. <ul style="list-style-type: none">➤ Students will sing sacred songs that can be used for Mass
M5.5.7	Sing service music from the Mass. <ul style="list-style-type: none">➤ Students will sing service music that can be used during Mass.