SKILLS AND TECHNIQUES	CREATION AND COMMUNICATION	CULTURAL AND HISTORIC CONNECTIONS	AESTHETIC AND CRITICAL ANALYSIS	APPLICATIONS TO LIFE	ACADEMIC STANDARDS GRADE 6
Sings varied repertoire of music alone and with others. • Sings with pitch and rhythmic accuracy and proper breath control, in an appropriate range. • Demonstrates further knowledge of the following techniques: o Correct posture o Proper vowel production and placement o Stylistic expression ❑ Tempo modifications ❑ Articulations ❑ Dynamics • Sings using *solfege* in major keys with moveable *do*. • Identifies general characteristics of different styles and genres of musical compositions. • Recognizes and responds to basic conducting techniques and patterns. • Demonstrates conducting patterns in duple, triple, and quadruple meter. ***Performs varied repertoire of music on instrument(s) alone and with others.*** • Plays two or more instruments with appropriate posture, playing position and technique. • Responds to the cues of the conductor. • Plays simple rhythmic accompaniments. • Handles musical instruments appropriately. • Plays music written in easy keys, meters, rhythms, and modest ranges. ***Demonstrates the ability to read and notate music.*** • Sight-reads simple melodies and rhythm patterns. • Identifies elements of music theory, cognitively, aurally, and in written form. • Reads whole, half, quarter, eighth, and dotted notes and rests in simple meters. • Identifies melodic notation in the treble and bass clefs. • Identifies symbols and traditional terms referring to expressive musical qualities including dynamics and tempo. • Recognizes standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns. • Identifies similar and contrasting phrases.	***Develops skills in composing, arranging, and improvising.*** • Improvises rhythmic variations. • Creates an arrangement of an existing composition using different voices and/or instruments. • Creates a simple written and/or oral composition using given parameters. • Creates and improvises *ostinati* with a given melody. • Continues to explore the use of a variety of sound and technological sources to compose and arrange music. • Creates body percussion to practice and perform rhythms.	***Understands and relates music to culture and history.*** • Performs music from a variety of musical genres and cultures. • Examines the contribution of other cultures to the origins of American music. • Examines how society affects music in different cultures and time periods. • Identifies the following musical elements in various eras of music: o Rhythm o Melody o Harmony o Form o Dynamics ***Recognizes and describes music according to style, composer, performer, or culture.*** • Compares and contrasts two or more art forms within one historical style. • Identifies the distinguishing characteristics of representative music genres and styles from a variety of cultures throughout history.	***Responds to, listens to analyzes, describes, and evaluates live or recorded performances or music compositions..*** • Listens to and begins to recognize specific musical elements in a given aural example using proper terminology. • Listens to and begins to recognize a variety of musical styles and genres. • Recognizes elements of music in aural examples. • Observes the basic principles of meter, rhythm, tonality, dynamics, tempo, intervals, and chords in the analysis of music. • Discusses the quality and effectiveness of music and music performances. • Identifies and describes how musical elements impact one's emotional responses to music. • Identifies major scales and triads aurally. • Recognizes visually and aurally AB and ABA forms. • Classifies orchestral instruments and corresponding families from visual and aural examples. • Identifies solo, duet, trio, and quartet, vocally and instrumentally.	***Understands and relates to other studies and life experience.*** • Discusses basic common elements through various art forms. • Demonstrates how movement relates to rhythms and styles of music. • Compares the characteristics of two or more art forms. • Observes ways in which the concepts and skills of other subject areas taught in the school are related to those of music. • Explores the impact of music on a non-art environment. • Discovers how elements, artistic processes and organizational principles learned in music relate to real world experiences. • Discusses a variety of music related careers. • Examines opportunities to contribute to the musical community. • Demonstrates the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. • Demonstrates an understanding of the role of technology in creating, producing and listening to music. • Identifies music programs and resources within the community. (i.e., Metro Arts In Action Camp, MET Singers Camp, W. O. Smith Community Music School, Nashville Symphony, Country Music Hall of Fame and Museum, Parthenon, Renaissance Center, etc.) • Demonstrates proper etiquette as a performer and audience member.	