

TEXAS MUSIC EDUCATORS ASSOCIATION

TEXAS MUSIC ADMINISTRATORS CONFERENCE

MUSIC CURRICULUM

Grade 6

2/8/2007

Originating Committee:

Dixie Addington
Tammy Benton
Cora Bigwood
Ann Burbridge
Asa Burk
Jo Dillard
Eugene Dowdy
Jimmy Edwards
Vivian Furchill
Cathy Fishburn
Fred Garcia
Jan Gaverick
Alfred "Buzzy" Green
Michele Henry
Vicki Keller
Deborah Kidwell
Kathy Kuddes
Jeff Laird
Mike Lipe
David McCullar
Pat Paris
Jeff Rice
Lisa Roebuck
Randy Talley
Kerry Taylor
Neal Tipton
Darrell Umhoefer

Focus Committees:

Elementary:

Cora Bigwood
Ann Burbridge
Vivian Ferchill
Kathy Kuddes
Lisa Roebuck
Neil Tipton

Band:

Asa Burke
Alfred Green
Jeff Laird
Mike Lipe
Pat Paris
Darrell Umhoeffer

Orchestra:

Dixie Addington
Kathy Fishburn
Jan Garverick
Deborah Kidwell

Vocal:

Tammy Benton
Michele Henry
Vicki Keller
David McCullar

Alignment Committees:

Elementary:

Cora Bigwood
Ann Burbridge
Kathy Kuddes
Lisa Roebuck

Band:

Alfred Green
Jeff Laird
Pat Paris

Orchestra:

Deborah Kidwell

Vocal:

Vicki Keller
Barbara Perkins

Project Facilitators:

Kerry Taylor
Frank Coachman

TEK: 6.1.1

STRAND: Perception

The student describes and analyzes musical sound and demonstrates musical artistry.

6.1.1 (A) individually demonstrate characteristic vocal or instrumental timbre;

Elementary

Demonstrate characteristic vocal tone with long, round, tall vowels, diction and articulation with appropriate posture and breath control;
Demonstrate characteristic instrumental tone with a resonant and full sound and articulation with appropriate posture and breath control (wind instruments).

Band

Demonstrate a full characteristic instrumental tone with resonance, purity and accuracy using appropriate posture and breath control within one octave for brass/oboe and two octaves for woodwinds/percussion.

Orchestra

Demonstrate characteristic arco and pizzicato techniques with a resonant tone and full sound using appropriate posture and bow control within first to third positions for violin/viola and within first to fourth positions for cello/bass.

Vocal

Demonstrate characteristic vocal tone with long, round, tall vowels, diction and articulation with appropriate posture and breath control;
Demonstrate the difference between basic vocal registers (head voice, chest voice, falsetto).

6.1.1 (B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and

Elementary

Use a system for writing/reading the diatonic scales;
Use rhythm syllables and/or counting system;
Identify the components of printed music including:
-Staff, clef, key and meter signatures
-Tempo, dynamic, articulation and style markings
-Composer/arranger listings
-Vocal/instrumental parts and/or groupings;
Label simple intervals from Prime to Octave;
Recognize and label I, IV & V chords.

Band

Use a system for writing/reading the diatonic scales;
Use rhythm syllables and/or counting system;
Identify the components of printed music including:
-Staff, clef, key and meter signatures
-Tempo, dynamic, articulation and style markings
-Composer/arranger listings
-Vocal/instrumental parts and/or groupings
Label unison, whole step; half steps and octaves.

Orchestra

Use a system for writing/reading the diatonic scales;
Use rhythm syllables and/or counting system;
Identify the components of printed music including:
-Staff, clef, key and meter signatures
-Tempo, dynamic, articulation and style markings
-Composer/arranger listings
-Vocal/instrumental parts and/or groupings;
Label unison, whole step; half steps and octaves.

Vocal

Use a system for writing/reading the diatonic scales;
Use rhythm syllables and/or counting system;
Identify the components of printed music including:
-Staff, clef, key and meter signatures
-Tempo, dynamic, articulation and style markings
-Composer/arranger listings
-Vocal/instrumental parts and/or groupings;
Label simple intervals from prime to octave.

6.1.1 (C) identify music forms presented aurally and through music notation.

Elementary

Identify musical forms (theme and variations, AB, ABA, etc.);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

Band

Identify musical forms (theme and variations, AB, ABA, etc.);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

Orchestra

Identify musical forms (theme and variations, AB, ABA, etc.);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

Vocal

Identify musical forms (strophic, AB, ABA, through-composed, etc.);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

TEK: 6.2.1

STRAND: Creative performance/expression

The student describes and analyzes musical sound and demonstrates musical artistry.

6.2.1 (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

Elementary

Demonstrate correct posture at all times: Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;
Use diaphragmatic breathing and breath control;
Demonstrate rhythmic accuracy and internalized pulse.

Band

Demonstrate correct posture at all times: Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;
Maintain correct hand position and orientation of the instrument to the body;
Use diaphragmatic breathing as a habitual part of playing;
Set and maintain the proper embouchure when playing;
Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;
Perform standard articulation and legato articulation using proper tongue placement;
Demonstrate rhythmic accuracy and internalized pulse.

Orchestra

Demonstrate correct posture at all times: Sit or stand tall, both feet flat on the floor, body in balance with the instrument;
Maintain correct hand position and orientation of the instrument to the body;
The left hand position will facilitate note changes and accurate intonation and the right hand holds and guides the bow;
Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;
Perform standard articulation and legato articulation using proper finger and bow technique;
Demonstrate rhythmic accuracy and internalized pulse.

Vocal

Demonstrate correct posture at all times: Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;
Use diaphragmatic breathing and breath control;
Demonstrate rhythmic accuracy and internalized pulse.

6.2.1 (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

Elementary

Perform music of various styles and cultures using appropriate stylistic techniques (word stress vocally, note and phrase length/stress instrumentally) and expression (dynamic contrast).

Band

Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).

Orchestra

Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).

Vocal

Perform music of various styles and cultures using appropriate stylistic techniques (word stress), phrasing and expression (dynamic contrast).

6.2.1 (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

Elementary

Demonstrate balance, blend, and intonation within section and between sections;

Perform with note accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Use pure and unified vowel formation and strong consonant enunciation for ensemble singing;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Band

Demonstrate balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Orchestra

Demonstrate balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Vocal

Demonstrate balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Use pure and unified vowel formation and strong consonant enunciation for ensemble singing;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

TEK: 6.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

6.2.2 (A) sight-read simple music in treble and/or other clefs in various keys and meters;

Elementary

Sightread diatonic melodies in the keys of C, F, G major and a, d, e minor in 2/4, 3/4, 4/4 or 6/8 meters, using simple and dotted eighth, quarter, half, whole notes and rests;
Sightread individual melodic lines using melodic skips within the tonic (I) and dominant (V) chords only.

Band

Sightread unison and ensemble literature using appropriate clefs in the concert keys of C, F, Bb, Eb, and Ab in 4/4, 2/4, 3/4, cut time and 6/8 meters;

Orchestra

Sightread unison and ensemble literature using appropriate clefs in the concert keys of C, G and D in 4/4, 2/4, 3/4, and 6/8 meters;

Vocal

Sightread diatonic melodies in the key of C, F, G major in 2/4, 3/4, and 4/4 meters using simple eighth, quarter, half and whole notes;
Introduce simple reading activities using relative minor keys of a, d, e, 6/8 meter, and dotted rhythms;
Sightread individual melodic lines using melodic skips within the tonic (I) and dominant (V) chords only.

6.2.2 (B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and

Elementary

Notate simple melodies and rhythms using known music symbols from 6.2.2 A and 6.2.2 C.

Band

Notate simple melodies and rhythms using known music symbols from 6.2.2 A and 6.2.2 C.

Orchestra

Notate simple melodies and rhythms using known music symbols from 6.2.2 A and 6.2.2 C.

Vocal

Notate simple melodies and rhythms using known music symbols from 6.2.2 A and 6.2.2 C.

6.2.2 (C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

Elementary

Identify and interpret music symbols and terms;
Dynamics: crescendo, decrescendo, pp through ff;
Tempo: presto, allegro, moderato, andante, adagio, largo;
Tempo modifications: ritard, accelerando, fermata;
Articulation: staccato, legato, slur, marcato.

Band

Identify and interpret music symbols and terms;
Dynamics: crescendo, decrescendo, pp through ff;
Tempo: presto, allegro, moderato, andante, adagio, largo;
Tempo modifications: ritard, accelerando, fermata;
Articulation: staccato, legato, slur, marcato.

Orchestra

Identify and interpret music symbols and terms;
Dynamics: crescendo, decrescendo, pp through ff;
Tempo: presto, allegro, moderato, andante, adagio, largo;
Tempo modifications: ritard, accelerando, fermata;
Articulation: staccato, legato, slur, marcato.

Vocal

Identify and interpret music symbols and terms;
Dynamics: crescendo, decrescendo, pp through ff;
Tempo: presto, allegro, moderato, andante, adagio, largo;
Tempo modifications: ritard, accelerando, fermata;
Articulation: staccato, legato, slur, marcato.

TEK: 6.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

6.2.3 (A) create rhythmic and melodic phrases; and

Elementary

Improvise four measures vocally with given rhythm or other parameters;
Improvise on chosen instrument in question/answer format and using given rhythms or other parameters;
Compose music specifically for speaking voice or for singing voice.

Band

Write or improvise simple four-measure melodies using eighth, quarter, half, and whole notes with corresponding rests starting and ending on tonic.

Orchestra

Write or improvise simple four-measure melodies using eighth, quarter, half, and whole notes with corresponding rests starting and ending on tonic.

Vocal

Write or improvise simple four-measure melodies using eighth, quarter, half, and whole notes with corresponding rests starting and ending on tonic;
Write or improvise rhythmic phrases to speech patterns;
Write rhythmic ostinati to selected performance repertoire.

6.2.3 (B) arrange rhythmic and melodic phrases.

Elementary

Arrange simple four-measure melodies using eighths, quarters, half, and whole notes and rests starting and ending on tonic.

Band

Arrange simple four-measure melodies using eighth, quarter, half, and whole notes and rests starting and ending on tonic.

Orchestra

Arrange simple four-measure melodies using eighth, quarter, half, and whole notes and rests starting and ending on tonic.

Vocal

Arrange simple four-measure melodies using eighth, quarter, half, and whole notes and rests starting and ending on tonic.

TEK: 6.3.1

STRAND: Historical/cultural

The student relates music to history, to society, and to culture.

6.3.1 (A) describe aurally-presented music representing diverse styles, periods, and cultures;

Elementary

Compare and contrast music of at least two diverse styles, periods and cultures.

Band

Compare and contrast music of at least two diverse styles, periods and cultures.

Orchestra

Compare and contrast music of at least two diverse styles, periods and cultures.

Vocal

Compare and contrast music of at least two diverse styles, periods and cultures.

6.3.1 (B) describe music-related vocations and avocations;

Elementary

Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Band

Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Orchestra

Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Vocal

Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

6.3.1 (C) perform music representative of diverse cultures, including American and Texas heritage; and

Elementary

Sing, play and move to music of a variety of cultures including North and South America, Native-American, African-American, Asian-American, and Mexican-American; Discuss the significance and background of that music.

Band

Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.

Orchestra

Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.

Vocal

Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.

6.3.1 (D) relate the other fine arts to music concepts.

Elementary

Identify common themes or concepts between music and other arts disciplines using a variety of media.

Band

Identify common themes or concepts between music and other arts disciplines using a variety of media.

Orchestra

Identify common themes or concepts between music and other arts disciplines using a variety of media.

Vocal

Identify common themes or concepts between music and other arts disciplines using a variety of media.

TEK: 6.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

6.4.1 (A) identify criteria for evaluating performances;

Elementary

Develop a list of musical (rhythm, melody, harmony, balance, blend, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances.

Band

Develop a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances.

Orchestra

Develop a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances.

Vocal

Develop a list of musical (breathing, blend, balance, intonation, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances.

6.4.1 (B) evaluate the quality and effectiveness of music and musical performances; and

Elementary

Using the list of musical criteria from 6.4.1(A), discuss the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 6.4.1(A), discuss the accuracy and effectiveness of individual and group performances.

Band

Using the list of musical criteria from 6.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 6.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Orchestra

Using the list of musical criteria from 6.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 6.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Vocal

Using the list of musical criteria from 6.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 6.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

6.4.1 (C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

Elementary

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Band

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Orchestra

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Vocal

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.