# Step-by-Step Classroom Music: Long Range Plans for Grade 6 music for the 1998 Arts Curriculum

## Term 1: Lessons 1 - 7

### Knowledge
- Read correctly familiar and unfamiliar music that contains whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time;
- Read correctly familiar and unfamiliar songs, using their knowledge of sharps, flats, naturals, and key signatures;
- Sing and play the major scale in keys that they encounter in the music they perform;
- Identify different kinds of tone colour in various performing ensembles;
- Sing and play in tune.

* Demonstrate correct breathing technique

### Creative Work
- Sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Yellow Submarine");
- Create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, rhythm, form, texture, tone colour), and perform them;
- Create an accompaniment for a story, poem, or drama presentation;
- Create and perform a song based on a scene from a story, poem, or play;
- Conduct pieces in 4/4, 2/4, and 3/4 time, using standard conducting patterns.

### Critical Thinking
- Describe how the various elements of music are used to create mood in two pieces of music in different styles;
- Describe, through listening, the main characteristics of pieces of music from the Baroque and Classical periods;
- Describe briefly the construction and use of an instrument;
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

## Term 2: Lessons 7 - 16

### Knowledge
- Sing and play in tune.

### Creative Work
- Sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Yellow Submarine");
- Create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, rhythm, form, texture, tone colour), and perform them;
- Create an accompaniment for a story, poem, or drama presentation;
- Create and perform a song based on a scene from a story, poem, or play;
- Conduct pieces in 4/4, 2/4, and 3/4 time, using standard conducting patterns.

### Critical Thinking
- Describe how the various elements of music are used to create mood in two pieces of music in different styles;
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

## Term 3: Lessons 16 - 23

### Knowledge
- Use correctly the musical terminology associated with the specific expectations for this grade;
- Identify simple structural patterns in music that they sing, play, or hear (e.g., the pattern AABA in a simple four-lined folk song);
- Identify music that consists of a single line as monophonic (e.g., a song);
- Identify the type of texture in music from a variety of cultures and historical periods (homophonic, polyphonic);
- Sing and play in tune.

* Recognize and demonstrate understanding of tempo (allegro, andante, largo)

### Creative Work
- Sing or play expressively, giving particular attention to using suitable dynamics, tempi, and phrasing;
- Create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, rhythm, form, texture, tone colour), and perform them;
- Create an accompaniment for a story, poem, or drama presentation;

### Critical Thinking
- Describe how the various elements of music are used to create mood in two pieces of music in different styles;
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

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* Ontario Curriculum Music Expectations covered by **Step-by-Step Classroom Music**
* Additional Expectations covered by **Step-by-Step Classroom Music**