

Step~BY~Step Classroom Music: Long Range Plans for Grade 6 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 7	Term 2: Lessons 7 - 16	Term 3: Lessons 16 - 23
<p>Knowledge</p> <ul style="list-style-type: none"> • 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. <p>* demonstrate correct breathing technique</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • sing and play in tune. <p>Creative Work</p> <ul style="list-style-type: none"> • 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. <p>Critical Thinking</p> <ul style="list-style-type: none"> • 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 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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 <p>* recognize and demonstrate understanding of tempo (allegro, andante, largo)</p> <p>Creative Work</p> <ul style="list-style-type: none"> • 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; <p>Critical Thinking</p> <ul style="list-style-type: none"> • 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