

# Bemidji Schools Course Map: Music Grade 6 Choir (2016)

Timeframe	Skills/Concepts	Benchmarks	Assessment Activities	Evaluation criteria
1 <sup>st</sup> Semester	<p><b>On-going Choir 6:</b></p> <ul style="list-style-type: none"> <li>● Singing and performing a variety of music</li> <li>● Using correct vocal technique – [posture, breathing]</li> <li>● Understanding music terminology</li> <li>● Music history – exposure experiences</li> </ul> <p><b>Focus on:</b>  <b>Elements</b> (knowledge)            Melody, rhythm, dynamics</p> <p><b>Reading music</b> (knowledge, skill)            Note reading for pitches and accurate rhythms            Use Solfege, sight-reading music and identify Do</p>	<p><b>Strand 1:1.1</b>  <b>Strand 1:2.1</b>  <b>Strand 1: 2.2</b></p>	<p><b>Benchmarks:</b> 1.1.1 (rhythm, melody and dynamics) – 1:1.1 – 1:2.1 (read) 1:2.2</p> <p><b>Learning Goal:</b>            Students perform excerpts of musical compositions by reading notation in a teacher-selected portions from rehearsed musical repertory</p> <p><b>Assessment Activity:</b> You will individually sing a portion of at least eight measures of a teacher-selected musical composition twice during the school year using the correct tone, technique, posture and key signatures.            Include singing basic solfege</p> <p><b>Learning Goal:</b>            The student will analyze musical intent in teacher selected music focusing on melody, rhythm and dynamics</p> <p><b>Assessment Activity:</b>            You will analyze the melody, rhythm and dynamics represented in an octavo selected by your teacher. Report the contour of the melody, record rhythmic patterns and dynamics as they appear in the music.</p>	<p><b>Scoring Criteria:</b></p> <p><b>Evaluative Criteria:</b>            Solfege is accurate            Pitch is accurate            Rhythm is accurate</p> <p><b>Evaluative Criteria:</b>            Melody, rhythms and a dynamics are accurate</p>

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2 <sup>nd</sup> Semester	<p><b>Notating music</b> (knowledge, skill) Notate rhythms and read key signatures</p>		<p><b>Benchmarks:</b> Notation 1.2.1 <b>Learning Goal:</b> Students notate rhythms using traditional notation to complete a given musical phrase</p> <p><b>Assessment Activity:</b> You will demonstrate your understanding of musical notation by notating a rhythmic phrase of 4 to 8 measures, using traditional notation which may include 2/4, 3/4, 4/4 meters (values of whole, dotted half, half dotted quarter, quarter and eighth)</p>	<p><b>Notation is correct</b></p> <ul style="list-style-type: none"> <li>● Matches time signature</li> <li>● Correct rhythmic notes are used</li> </ul>
2 <sup>nd</sup> Semester	<p><b>Focus On:</b> Comparing and contrasting a variety of octavos from multiple cultural and historical contexts including their purpose and contexts.</p> <p>Students analyze music for musical elements and narrative</p> <p><b>Repertoire for example:</b> Folk Songs Civil War era songs Global music collections Music in English and in other languages Minnesota American Indian songs</p>	<p><b>Benchmarks:</b> 1: 3.1</p>	<p><b>Learning Goal</b> Students will compare and contrast connections among teacher selected works</p> <p><b>Learning Activities</b> You will compare and contrast a variety of musical works using a Venn Diagram to represent similar and different musical elements, purposes and contexts.</p>	<ul style="list-style-type: none"> <li>● Accurate categorization of musical works</li> </ul>