

Grade Six - Band

- Standard: Historical, Cultural and Social Contexts
 - Benchmark - Compare and contrast styles and forms of music from various historical periods.
 - Indicator - Describe distinguishing characteristics of music forms (i.e., verserefrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.
 - Benchmark - Identify composers and classify them according to chronological historical periods.
 - Indicator - Identify selected composers and their works and place them in the appropriate historical period.
 - Benchmark - Describe how events during various historical periods have influenced the development of music.
 - Indicator - Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.
- Standard: Creative Expression and Communication
 - Benchmark - Perform a piece of music, independently or in a group, with technical accuracy and expression.
 - Indicator - Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.
 - Indicator - Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.
 - Indicator - Respond appropriately to the cues of a conductor.
 - Benchmark - Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.
 - Indicator - Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.
 - Indicator - Identify whole steps and half steps in the major scales.
 - Benchmark - Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.
 - Indicator - Recognize key signatures.
- Standard: Analyzing and Responding
 - Benchmark - Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.
 - Indicator - Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.
 - Indicator - Describe the principles of breathing techniques, good posture and tone production.
 - Benchmark - Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.
 - Indicator - Develop criteria for evaluating quality and effectiveness of music performances and compositions.

Standard: Valuing Music/Aesthetic Reflection

- Benchmark - Justify one's personal preference of music choice using music vocabulary.
 - Indicator - Critique a variety of music performances.

Standard: Connections, Relationships and Applications

- Benchmark - Identify various ways music affects their lives.
 - Indicator - Identify different functions and uses of music in their own and other cultures.
- •Benchmark - Identify various careers in music.
 - Indicator - Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).