

DRAFT- June 2006
Fine Arts Music Standards and Benchmarks – 6th Grade
Body of Knowledge

Goal 25: Knows the language of the arts.

Learning Standard A: *Demonstrates an understanding of the sensory elements, organizational principles, and expressive qualities in each of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Translate common Italian tempo, dynamic, and articulation markings in English.	<ul style="list-style-type: none"> Identify tempo markings (adagio, andante, presto), dynamics (piano, forte, mezzo forte), and articulations (staccato and legato). <p>Perform arpeggios and chords in vocal warm-ups using solfege.</p>	
Distinguish between the beat and the rhythm(s) of a given musical example.	<ul style="list-style-type: none"> Know the differences between rhythm and steady beat. 	
Identify the meter in a musical example.	<ul style="list-style-type: none"> Identify in written and aural form, meter in 2/4, 3/4, 4/4, and 6/8. 	
Distinguish major and minor tonalities in aural and written musical examples.	<ul style="list-style-type: none"> Demonstrate between major and minor keys in written and aural form. 	
Label the intervals in a written melody.	<ul style="list-style-type: none"> Label unison, major and minor thirds and perfect fifths in written music. 	
Identify the texture in a given aural example.	<ul style="list-style-type: none"> Classify music that is polyphonic (two or more melodies), homophonic (part music) and monophonic (single melody line). 	
Analyze the form of a simple musical composition.	<ul style="list-style-type: none"> Differentiate between simple forms in music like AB, ABA, AABA and theme and variation. 	
Compare and contrast the use of expressive qualities in two performances of the same musical example.	<ul style="list-style-type: none"> Aurally recognize expressive qualities in music and compare and contrast those qualities. 	
Learn major and minor scales/triads using basic solfege visuals.		

Learning Standard B: *Understand the similarities, distinctions, and connections in and among the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Analyze how the artistic components are combined within a work of art.	<ul style="list-style-type: none"> Understands basic principles of dance, art, and music and understand how they are interrelated in order to create a musical production. 	

Goal 26: Through creating and performing, understands how works of art are produced.

Learning Standard A: *Understand processes, traditional tools, and modern technologies used in the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Describe basic sound production theory.	<ul style="list-style-type: none"> Know how electronic and acoustic sounds are produced. 	
Demonstrate basic vocal and or instrumental production techniques.	<ul style="list-style-type: none"> Describe and demonstrate basic singing and instrumental techniques (breath support, posture). 	
Use standard notation to record simple musical ideas.	<ul style="list-style-type: none"> Using rhythmic and melodic dictation, notate a simple two measure melody in 4/4 meter. 	
Sing or play melodies accurately and expressively from a written score in at least one clef.	<ul style="list-style-type: none"> Know how to read notation on at least one clef. 	
Identify and accurately interpret symbols	<ul style="list-style-type: none"> Recognize piano, forte, crescendo, 	

for dynamics, tempo, expression, and articulation.	diminuendo, ritardando, legato, staccato, slurs, accents, repeat markings, fermata, tempo changes.		
Sight-read simple melodies and rhythms.	<ul style="list-style-type: none"> Sight-read simple melodies using eighth notes, quarter notes, half notes, and whole notes, repeated notes, seconds and thirds. 		
Describe the roles of composers, conductors and performers.	<ul style="list-style-type: none"> Know the role of a composer and a conductor. Know the role of singers and instrumentalists in a performance. 		
Explain the interaction of performers and conductors.	<ul style="list-style-type: none"> Understand the role of a performer and a conductor. 		
Demonstrate and describe efficient practice/rehearsal procedures.	<ul style="list-style-type: none"> Understand good practice habits. Understand proper rehearsal procedures. 		

Goal 26: Through creating and performing, understands how works of art are produced.

Learning Standard B: Apply skill and knowledge necessary to create and perform in one or more of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	
Sing or play music that has a difficulty level of 2 (on a scale of 1 to 6) on pitch with supported sound; in rhythm; with appropriate timbre; with good breath control; and with clear articulation.	<ul style="list-style-type: none"> Demonstrate appropriate vocal timbre and volume when singing songs using basic vocal techniques (breath support, posture). 		
Aurally identify improvisation.	<ul style="list-style-type: none"> Know basic elements of improvisation and identify it aurally. 		
Compose/arrange music within specific guidelines.	<ul style="list-style-type: none"> Using basic guidelines, write a four measure composition. 		

Goal 27: Understands the role of the arts in civilizations, past, and present.

Learning Standard A: Analyze how the arts function in history, society and everyday life.

Benchmarks	Body of Knowledge	Performance Tasks	
Demonstrate good audience behavior and evaluate the behavior of self and others.	<ul style="list-style-type: none"> Understand, demonstrate, and evaluate audience etiquette. 		
Describe how audience behavior changes a product or performance	<ul style="list-style-type: none"> Know how audience interaction and behavior can impact a performance. 		
Compare and contrast how the arts function in two different types of ceremonies.	<ul style="list-style-type: none"> Know how music functions in various ceremonies and occasions (parades, weddings, graduations, sporting events). 		
Give examples in which various arts are used to persuade and promote ideas.	<ul style="list-style-type: none"> Know that music can be used to persuade and promote ideas (commercial jingles, political campaigns). 		
List technology used in the arts.	<ul style="list-style-type: none"> Know various ways technology can be used in music (synthesizers, computers). 		
Categorize types of artists with their art and art related products or performances.	<ul style="list-style-type: none"> Compare occupations artists have with the art they produce. (composers write advertising jingles, church musicians). 		

Goal 27: Understands the role of the arts in civilizations, past and present.

Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.

Benchmark	Body of Knowledge	Performance Tasks	
Investigate how the arts reflect different cultures, times and places.	<ul style="list-style-type: none"> Explain that different cultures, times and places use various materials to create music. 		
Compare and contrast the contribution of individual artists on movements, trends, or periods.	<ul style="list-style-type: none"> Identify artists who have made a significant contribution to the arts and compare and contrast their ideas. 		