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<th>Standard</th>
<th>Benchmarks</th>
<th>Suggested Resources/ Instructional Strategies</th>
<th>Assessments Student Work</th>
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<tr>
<td>Singing alone and with other a varied repertoire of music</td>
<td>Students sing accurately and with good breath control throughout their singing ranges alone and in small and large ensembles. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1-2 on a scale of 1-6, including songs performed from memory. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</td>
<td>Performance as part of a small or large ensemble. (Patriotic song) • The Star Spangled Banner • My Country Tis of Thee (Spiritual) • Didn't My Lord Deliver Daniel (Foreign Language) • La Mariposa (American Folk Song) • Down the Ohio (Movement) • Jamaica Farewell (Varied Styles) • Bye Bye Blues</td>
<td>Students will perform in class and at school events. Student performances will be recorded several times each quarter for teacher and class self-assessment using individual and group evaluation sheets. Teachers will evaluate individual student classroom performances using Vocal Evaluation sheets. Students will be evaluated on a daily basis using Performance Checklists (with rubrics). Students who participate in a choral ensemble will additionally be assessed by concert programs, repertoire lists, concert recordings and festival adjudications.</td>
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<p>| Grade Level 6 |  |  |  |</p>
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| Performing on instruments, alone and with others, a varied repertoire of music | Students perform on at least one instrument accurately and independently, alone and in small and large groups, with good posture, good playing position and good breath, bow or stick control. Students participating in instrumental ensembles will perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a level of 1-2, on a scale of 1-6. | (Three chord autoharp)  
• Catch A Falling Star  
• New River Train  
• Hold 'em Joe  
(four or more chords)  
• Give A Little Love  
(Bells or mallet instruments)  
• Are You Sleeping  
• La Maraposa  
• It's A Good Day  
(Keyboard)  
• MIE keyboard repertoire as appropriate  
(Percussion)  
• No-Name Bossa Nova  
• Put On A Happy Face | Students will perform in class and at school events. Students performances will be recorded several times each quarter for teacher and class self-assessment using individual and group evaluation sheets. Teachers will evaluate individual student classroom performances using Instrumental Evaluation sheets. Students will be evaluated on a daily basis using Music Class Performance Checklists (with rubrics) Students who participate in an instrumental ensemble will additionally be assessed by: Concert programs, repertoire lists, concert recordings, festival adjudications |

Those participating in instrumental ensemble
Required literature of the performing ensembles (Band, Orchestra and Chorus) with a level of 1-2, on a scale of 1-6.
## Subject: General Music Standard 3  
### Grade Level  6

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| Improvising melodies, variations and accompaniments | Students improvise a rhythmic or harmonic accompaniment to support literature cited in "Standard" #2)  
Students perform melodic variations to simple melodies using pentatonic and major scale.  
Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality. | Improvise accompaniments from songs from “The Music Connection” gr. 6 text and activities workbook.  
MIE Music Lab  
• Improvisation activities as appropriate within each module | Students will improvise an appropriate accompaniment on a classroom instrument while the class sings a familiar song containing simple chords.  
Using voice or a melodic instrument students are asked to improvise a melodic variation on a familiar pentatonic melody or a melody in a major key.  
Using voice or a melodic instrument, students improvise short melodies (4-8 measures) each in a consistent style, meter and tonality  
The above will be assessed through  
• Instrumental Evaluation forms  
• recordings of student performances  
• Performance Checklists (with rubrics) |
### Subject: General Music Standard 4 | Grade Level 6

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<td><strong>Composing and arranging music within specified guidelines</strong></td>
<td>Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. Students will compose short pieces in AB, ABA, AABA and Theme and Variations forms. Students will compose short pieces for classroom instruments to be performed in class and for school events.</td>
<td>Students will compose beginnings and endings to songs and pieces from “The Music Connection” gr. 6. Students will compose simple songs in AB, ABA, AABA using the MIE keyboards. Students are asked to compose simple pieces in various forms of 8-16 measures using a teacher-designed rubric. Students may use traditional or made up notation. Students are asked to compose music for a small group of students using voices and/or a variety of traditional and non-traditional instruments as well as classroom instruments. Students may use traditional or made up notation.</td>
<td>Written and recorded student work will be evaluated through use of rubric-based check lists measuring unity and variety, tension and release and balance. Written and recorded student work will be evaluated through teacher designed rubrics for form and style. Additional assessments will include: • student scores • recordings of student work • programs of school events</td>
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| **Reading and notating music** | • Read whole, half, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures  
• Use standard notation to record musical ideas and musical ideas of others  
• Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression  
Those who have continued to participate since grade 5 in chorale and instrumental ensembles  
• Sight-read accurately and expressively music with a level of difficulty of 1 on a scale of 1 to 6 | Students will sing and perform repertoire from “The Music Connection” gr. 6 text  
Students will sing and perform keyboard accompaniments using MIE curricular materials  
Students are asked to sight-read the rhythm of various examples of music using whole, half, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.  
Students are asked to notate simple melodies and rhythms performed by the teacher or other students.  
On keyboard, recorder, string or Orff instruments students are asked to read at sight simple melodies in treble clef.  
Students are asked to identify symbols in written music and explain or demonstrate their use or meaning. | Student performances of sight-reading exercises will be assessed using a teacher designed rubric  
Student transcriptions of simple melodies in various meters and melodic shapes.  
Students will complete teacher created worksheets asking for specific notational devices  
Students will identify and explain or demonstrate specific notational devises in written or recorded music.  
The above will be assessed by:  
• teacher observation  
• checklists  
• rubric based assessments  
Those who have continued to participate since grade 5 in chorale and instrumental ensembles will be additionally assessed by:  
• repertoire lists  
• recordings of student performances  
• concert programs  
• adjudication at festivals |
## Subject: General Music Standard 6

### Standard: Listening to, analyzing and describing music

- **Benchmarks:**
  - Discuss elements of music heard and performed: rhythm, melody, form, dynamics, tone color, texture, and expression.
  - Identify aurally, by title and composer, a repertoire of compositions that represent a variety of musical styles.
  - Recognize musical examples of various individuals and cultures.
  - Use an appropriate vocabulary of musical terms. Describe specific musical events in a given aural example, using appropriate terminology.
  - Demonstrate knowledge of the basic principles of meter, rhythm and tonality in their analysis of music.

- **Suggested Resources/Instructional Strategies:**
  - Use body movements to dramatize an orchestral program music work e.g. A Lincoln Portrait or Danse Macabre.
  - Illustrate a programmatic piece by writing an original poem or drawing pictures (example: design a call chart with numbers, narration, and pictures to use while listening to selected programmatic pieces from “The Music Connection”, Bomar’s Orchestral Library” and MIE curricular materials.

- **Assessments Student Work:**
  - **Assessment Strategies:**
    - The teacher observes and evaluates the students' responses when listening to music.
    - The teacher evaluates group movements to compositions.
    - The teacher evaluates individual movements and interpretations.
    - The teacher evaluates in a written test the recognition of characteristic sounds from various cultures.
    - The teacher and the students compare and contrast folk songs from various cultures.
  - **The above will be assessed by:**
    - teacher observation
    - rubric based assessments
    - class discussions
    - student presentations
    - checklists
    - student journals
Subject: General Music Standard 7

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<td>Evaluating music and music performances</td>
<td>Discuss musical preferences based on musical reasons.</td>
<td>Students evaluate each other in individual and group performances using a scale of poor to excellent</td>
<td>Students will:</td>
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<td>Develop criteria for evaluating basic musical elements in performances and compositions.</td>
<td>Students give feedback to performers by using constructive suggestions for improvement</td>
<td>• identify and examine criteria for evaluating music performances and compositions</td>
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<td>Use criteria to improve individual and peer group performances, compositions and arrangements.</td>
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<td>• develop a checklist for evaluating music performances and compositions</td>
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<td>• interview a professional musician regarding career preparation</td>
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Evaluate audience protocol for each individual student by using a questionnaire during the performance. Questions will include:
• I listened attentively to the performance
• I interrupted during the performance
• I noted certain features in the performance
• I wrote them down at the bottom of this sheet
• I listed constructive suggestions for improvement
• I enjoyed the performance
• My favorite part was _______

Performance Ensemble Work
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<td>Understanding relationships between music, the other arts and disciplines outside the arts</td>
<td>Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions or ideas into works of arts Discuss ways in which the principles and subject matter of other disciplines taught in the school are related with those of music (language arts: texts to music; science: the human hearing process and hazards to hearing)</td>
<td>Use calabash gourds from varied cultures to show the adaptability of the gourd throughout the world. Place special emphasis on the making of gourd rattles in the fall of the year. Reference: the African-American Museum in New York City - Gourd Exhibit Study the music of the Civil Rights Movement of the 1960s - discuss the lyrics and their relationship to the movement Sample songs: • We Shall Overcome • I Woke Up This Morning • No More Auction Block • Oh, Freedom</td>
<td>Assessment Strategies: • Direct Teaching using demonstration of techniques for discussion and writing • Group Evaluation • Peer tutoring • Portfolio Evaluation • Maintaining archives of research</td>
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Newport Public Schools
Curriculum Framework

Subject: General Music Standard 8
Grade Level: 6
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<td><strong>Understanding music as it relates to history and culture</strong></td>
<td>Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</td>
<td>Experience the sounds of varied cultural instruments</td>
<td>Assessment Strategies:</td>
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<tr>
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<td>Identify and describe the role of music in daily experiences.</td>
<td>Experience the sounds of various historical instruments</td>
<td>• Direct teaching and indirect teaching using group leaders</td>
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<td>Develop sensitivity to the aesthetic qualities of the variety of cultures and ethnic musical styles in our world.</td>
<td>Invite community groups to demonstrate varied cultural and historical instruments</td>
<td>• Individual Work</td>
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<td>Share music from the various cultures represented in the school community.</td>
<td>Curricular sources:</td>
<td>• Group Work</td>
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<td>• “Music Connection” gr. 6</td>
<td>• Portfolio Evaluation - students create written work, graphics, illustrations and discographies based on cultural music</td>
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