



SUBJECT: Band GRADE: 6

National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language	What this Standard means:	Lessons or Days Per Standard	Examples of Formative Assessments	Vocabulary
			0		
	Students will				

Standards Taught Daily, Throughout the Year

Performing					
	1.6.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.	Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally appropriate levels. Perform at least one selection from memory.	Taught Daily Year-long	Students will demonstrate understanding of musical concepts through periodic individual testing (ex: Individual Demonstration, Written, Discussion, Analysis)	Accent, Accidental, Allegro, Andante, Arpeggio, Bass Clef, Bar Lines, Beat, Breath Mark, Chord, Common Time, Crescendo, D.C. al Fine, Decrescendo, Diminuendo, Dotted notes, Double Bar, Duet, Dynamics, Eighth Notes, Embouchure, Fermata, 1st and 2nd Endings, Flat, Forte, Half Note, Half Step,
	1.6.4 Sing and play music written in two and three parts, within appropriate ranges.	Sing melodies with confidence in a large group.	Taught Daily Year-long		



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	1.6.5 Sing and play accurately, as a soloist and in both small and large ensembles, with appropriate technique and breath control.	Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.	Taught Daily Year-Long	Students will demonstrate understanding of musical concepts through periodic group testing (ex: Analysis, Discussion, Review of Recorded Performance, Public Performances)	Fingerings, Stickings, Instrument Position and Posture
	1.6.6 Use technology in a variety of ways in musical performance.	Use technology in a variety of ways in musical performance.	Taught Daily Year-Long		Evaluate, Interpretation, Tempo, Beat, Intonation, Sharp/Flat
	1.6.9 Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rest in simple compound, and alla breve meters.	Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests, in simple meter.	Taught Daily Year-Long		Rhythmic Figures, Clef, Note Reading, Dynamics, Style, Tempo








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Creating					
	2.6.4 Compose short pieces to communicate ideas and/or stories, within defined parameters and using standard notation	Compose short pieces to communicate ideas and/or stories.	Taught Daily Year-long	Students will notate musical samples while demonstrating proficiency with specific criteria.	Notation, Rhythmic Accuracy, Beats per Measure, Penmanship
Analyzing in Context					
	3.6.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.	Identify and describe specific musical elements and events in a given aural example using appropriate terminology.	Taught Daily Year-long	Students will demonstrate understanding of musical concepts through essay and discussion using musical terminology	Tempo, Balance, Dynamics, Style
	3.6.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.	Identify elements of music used in music of diverse genres and styles.	Taught Daily Year-long		Nationality, Culture, Genre, Instrumentation

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	3.6.4 Develop criteria based on musical knowledge and personal reflections for evaluating the quality and effectiveness of music performances and creations. Apply these criteria as self-evaluation when performing and creating.	Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.	Taught Daily Year-long		Tone, Rhythm, Personal Preferences, Prior Knowledge, Values, Tempo, Balance, Dynamic, Style
Arts in Context					
	4.6.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	Identify a repertoire of music from diverse cultures.	Taught Daily Year-long	Students will demonstrate understanding of music in historical, social, and cultural contexts through essay.	Music from several countries, Time Periods
	4.6.4 Describe the impact of technology on music and culture.	Identify the uses of technology in music.	Taught Daily Year-long		Recording, Availability, Reproduction, Performance Venues, Copyright, Composing, Arranging, Accessibility