

Resources\*

**Making Music Series**, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



# Sixth Grade • First Quarter Pacing Guide



# Music

## Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

*The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
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\* List your recommended resources.



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**Delsa Chapman**  
*Executive Director for  
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**Many thanks to...**  
the teachers and administrators  
who helped develop and revise  
the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

# Sixth Grade

# Music

# First Quarter

## Perform

## Create

## Analyze

## Analyze in Context

## Analyze and Make Connections

### Standard I

Apply skills and knowledge to perform in the arts.

### Standard II

Apply skills and knowledge to create in the arts.

### Standard III

Analyze, describe, and evaluate works of art.

### Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

### Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

#### ART.M.I.6.2

- I CAN sing melodies with confidence in a large group.

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Sixth Grade • Second Quarter



# Music

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# Sixth Grade

# Music

# Second Quarter

<p><b>Perform</b></p> <p><b>Standard I</b> Apply skills and knowledge to perform in the arts.</p>	<p><b>Create</b></p> <p><b>Standard II</b> Apply skills and knowledge to create in the arts.</p>	<p><b>Analyze</b></p> <p><b>Standard III</b> Analyze, describe, and evaluate works of art.</p>	<p><b>Analyze in Context</b></p> <p><b>Standard IV</b> Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p><b>Analyze and Make Connections</b></p> <p><b>Standard V</b> Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p><b>ART.M.I.6.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> sing and play a wide variety of music with expression and technical accuracy.</li> <li><input type="checkbox"/> <b>I CAN</b> perform at least one song from memory.</li> </ul> <p><b>ART.M.I.6.3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.</li> </ul>	<p><b>ART.M.II.6.5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> demonstrate an understanding of some instrumental and vocal ranges.</li> </ul>	<p><b>ART.M.III.6.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> identify elements of music used in music of diverse genres and styles.</li> </ul> <p><b>ART.M.III.6.5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> evaluate music performances and creations and offer constructive suggestions for improvement.</li> </ul>	<p><b>ART.M.IV.6.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> identify the uses of technology in music.</li> </ul>	

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Sixth Grade • Third Quarter



# Music

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# Sixth Grade

# Music

# Third Quarter

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<p><b>ART.M.I.6.5</b></p> <p><input type="checkbox"/> <b>I CAN</b> sight read basic melodies.</p>	<p><b>ART.M.II.6.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> improvise tonic accompaniments.</p> <p><b>ART.M.II.6.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> embellish a melody or rhythmic pattern in various ways.</p> <p><b>ART.M.II.6.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> improvise short, musically consistent melodies.</p>	<p><b>ART.M.III.6.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> demonstrate knowledge of the basic principles of rhythm, simple meter, and the intervals of a major scale.</p>	<p><b>ART.M.IV.6.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify music from diverse cultures.</p> <p><b>ART.M.IV.6.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> compare the functions music serves in several cultures of the world.</p>	<p><b>ART.M.V.6.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> identify at least one artistic application of current technology in music.</p>

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Sixth Grade • Fourth Quarter



# Music

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# Sixth Grade

# Music

# Fourth Quarter

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<p><b>ART.M.I.6.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> use technology in a variety of ways in musical performances.</li> </ul>	<p><b>ART.M.II.6.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> compose short pieces to communicate ideas and/or stories.</li> </ul> <p><b>ART.M.II.6.6</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> use a variety of traditional and nontraditional sound sources when composing, arranging, and improvising.</li> </ul>	<p><b>ART.M.III.6.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> appropriately identify and describe specific musical elements and events in a listening example.</li> </ul> <p><b>ART.M.III.6.4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> develop a system to evaluate music performances.</li> <li><input type="checkbox"/> <b>I CAN</b> use this system to evaluate my own music.</li> </ul>	<p><b>ART.M.IV.6.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> classify a wide variety of musical works by genre.</li> </ul>	<p><b>ART.M.V.6.1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> identify characteristic materials of each art form.</li> </ul> <p><b>ART.M.V.6.2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>I CAN</b> list musical elements and find a connection to at least one other discipline.</li> </ul>