Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

Yvonne Caamal Canul
Superintendent

Mark Coscarella Ed.D.
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Camela Diaz
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Delsa Chapman
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Many thanks to...
the teachers and administrators
who helped develop and revise
the pacing guides.

Lansing School District

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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Sixth Grade • First Quarter

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**ART.M.I.6.2**

☐ I CAN sing melodies with confidence in a large group.
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This Music Pacing Guide is based on
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<td>ART.M.I.6.1</td>
<td>ART.M.II.6.5</td>
<td>ART.M.III.6.2</td>
</tr>
<tr>
<td>☐ I CAN sing and play a wide variety of music with expression and technical accuracy.</td>
<td>☐ I CAN demonstrate an understanding of some instrumental and vocal ranges.</td>
<td>☐ I CAN identify elements of music used in music of diverse genres and styles.</td>
</tr>
<tr>
<td>☐ I CAN perform at least one song from memory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.</td>
<td></td>
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Sixth Grade • Third Quarter

Music

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<tr>
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<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard IV</td>
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<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Understand, analyze, and describe the arts in historical, social, and cultural contexts.</td>
</tr>
<tr>
<td></td>
<td>Standard III</td>
<td>Analyze and Make Connections</td>
</tr>
<tr>
<td></td>
<td>Analyze, describe, and evaluate works of art.</td>
<td>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</td>
</tr>
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**ART.M.I.6.5**
- I CAN sight read basic melodies.

**ART.M.II.6.1**
- I CAN improvise tonic accompaniments.

**ART.M.II.6.2**
- I CAN embellish a melody or rhythmic pattern in various ways.

**ART.M.II.6.3**
- I CAN improvise short, musically consistent melodies.

**ART.M.III.6.3**
- I CAN demonstrate knowledge of the basic principles of rhythm, simple meter, and the intervals of a major scale.

**ART.M.IV.6.1**
- I CAN identify music from diverse cultures.

**ART.M.IV.6.3**
- I CAN compare the functions music serves in several cultures of the world.

**ART.M.V.6.3**
- I CAN identify at least one artistic application of current technology in music.
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**ART.M.I.6.4**
- I CAN use technology in a variety of ways in musical performances.

**ART.M.II.6.4**
- I CAN compose short pieces to communicate ideas and/or stories.

**ART.M.II.6.6**
- I CAN use a variety of traditional and nontraditional sound sources when composing, arranging, and improvising.

**ART.M.III.6.1**
- I CAN appropriately identify and describe specific musical elements and events in a listening example.

**ART.M.III.6.4**
- I CAN develop a system to evaluate music performances.
- I CAN use this system to evaluate my own music.

**ART.M.IV.6.2**
- I CAN classify a wide variety of musical works by genre.

**ART.M.V.6.1**
- I CAN identify characteristic materials of each art form.

**ART.M.V.6.2**
- I CAN list musical elements and find a connection to at least one other discipline.