

Scope & Sequence – Grade Six

Term One

| Allocated | Standards | Outcome | Skills | Assessment |
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| Term One Weeks 1-2 | 1.1 Read, write, and perform intervals and triads. | -Introduce the intervals and triads concepts. -Explore simple examples (including intervals of 2 nd , 3 rd and 8ves; and 1 st , 5 th and 4 th grades of C major scale). -Use symbols and music vocabulary for sing or play using classrooms instruments. | -Accurately recognize and identify symbols for pitch and rhythm. Demonstrate ability to sing diverse intervals and play triads using classroom instruments. | -Teacher observation-evaluation -Students' performances. -Student's peer/self-assessment |
| 3 | 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters. | -Identify and define standard notational symbols for pitch, meter, rhythms, dynamics and tempo. -Read notational symbols for sing and play including whole, half, dotted half, quarter, eighth, sixteenth notes and rests in duple and triple meters. | -Demonstrate reading skills using a counting system using subdivision. -Accurately notate simple melodies using standard notation. | |
| 4 | 1.3 Transcribe simple aural examples into rhythmic notation. | -Identify and copy aural examples of simple rhythm patterns. -Write while perform simple rhythm patterns using body motions (clap, tap, stamp). -Use standard symbols to notate meter and rhythm in simple patterns examples presented. | -Student will be able to do transcriptions of simple melodies in various meters and melodic shapes; and complete teacher created worksheets asking for specific notational devices. | |

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| 5 | 1.4 Sight-read simple melodies in the treble clef or bass clef. | <ul style="list-style-type: none"> -Students are asked to sight-read 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 meter signatures. -On keyboard, xylophones or recorder students are asked to read at sight simple melodies in treble or bass clef. | <ul style="list-style-type: none"> -Students will be able to recognize and interpret symbols and terms referring to pitch, dynamics and tempo in double and triple meters; and accurately play whole, dotted half, half, quarter, eighth notes and equivalent rests in the range of one octave. | |
| 6 | 1.5 Analyse and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm. | <ul style="list-style-type: none"> -Recognize musical examples of various genres and cultures. -Discuss about the elements of music heard: rhythm, melody, form, dynamics, tone colour, texture, and expression. | <ul style="list-style-type: none"> -Students will recognize musical examples of diverse cultures; identify and compare musical characteristic in songs from various cultures. | |
| 7 | 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations). | <ul style="list-style-type: none"> -Listen to and analyse the characteristics of larger music forms: theme and variations, sonata-allegro and concerto. -Create a deeper understanding of musical styles, expression and interpretation. -Use appropriate terminology to describe performances, vocal or instrumental examples of music forms. | <ul style="list-style-type: none"> -Demonstrate perceptual skills by moving, answering questions and describing aural examples of larger music forms. | |

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| 8 | 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6). | -Students sing with good breath control throughout their singing ranges alone and in small and large ensembles. Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1 on a scale of 1-6, including songs performed from memory. | -Students develop their singing skills performing alone or in ensembles music of diverse genres and cultures, with expression appropriate for the work being performed. | |
| 9 | 2.2 Sing music written in two parts. | -Learn a repertoire of music representing various cultures and genres using several texts and methods. -Sing in ensembles with technical accuracy and appropriate expression. -Sing music written in two parts harmony. | -Develop ensemble skills (follow conductor’s cues, follow dynamics for balance and blend within the ensemble, rhythmic precision, intonation within an ensemble, form and style appropriate repertoire, historical and stylistic concepts). | |
| 10 | 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6). | -Students perform on at least one instrument alone and in small and large groups, with good posture, good playing position and good breath, bow or stick control. -Perform with expression and technical accuracy a repertoire of instrumental literature with a level of 1, on a scale of 1-6. | -Students will be able to perform accurately all benchmarks and perform music representing diverse genres and cultures, with expression appropriate for the work being performed. | |

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| 11 | 2.4 Compose short pieces in duple and triple meters. | <ul style="list-style-type: none"> -Students will compose simple songs in double and triple meters using the keyboards. 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. | <ul style="list-style-type: none"> -Students will be able to compose short pieces in double and triple meters for classroom instruments and using diverse music forms to be performed in class and for school events. | |
| 12 | 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound. | <ul style="list-style-type: none"> -Working in small groups create and perform compositions. -Create and notate sound sources. -Listen to music examples that demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance. -Create introductions and endings to familiar songs. | <ul style="list-style-type: none"> -Develop skills to arrange and perform a given melody with traditional and non-traditional instruments and vocal sounds; and experiment variations in tempo, timbre and dynamics for expressive purposes. | |
| 12-13 | 2.6 Improvise simple melodies. | <ul style="list-style-type: none"> -Students will improvise simple rhythmic and melodic ostinato accompaniment on a classroom instrument while the class sings a familiar song containing simple chords. -Using voice or a melodic instrument, students improvise short melodies (4-8 measures) each in a consistent style, meter and tonality. | <ul style="list-style-type: none"> -Ability to improvise answers in the same style to given rhythmic and melodic phrases; and create melodies using given melodic materials. | |