
Coal City Unit District #1
Sixth Grade Music
Fine Arts Curriculum

FA.M6:1 Students will be able to identify the components of music. (NS: 5, 7)

- FA.M6:1-1 Describe the genres of music.
- FA.M6:1-2 Define musical elements.
- FA.M6:1-3 Describe texture of music.
- FA.M6:1-4 Describe how music has rhythm and dynamics.
- FA.M6:1-5 Describe how music has pitch and duration.
- FA.M6:1-6 Define how music has form.
- FA.M6:1-7 Imitate how music has tone color.
- FA.M6:1-8 Define the shape of a melody.
- FA.M6:1-9 Describe the texture of a song.
- FA.M6:1-10 Identify the instruments of the Baroque/Renaissance Era.
- FA.M6:1-11 Describe how we use instruments from the 1700's through present age.

FA.M6:2 Students will be able to describe how all songs have a motif. (NS: 4, 5, 6)

- FA.M6:2-1 Demonstrate through clapping simple rhythm patterns.
- FA.M6:2-2 Describe contrasts after listening to musical pieces.
- FA.M6:2-3 Describe how syncopation adds excitement to a song.
- FA.M6:2-4 Describe what a motif is in a song.
- FA.M6:2-5 Describe and identify composers who used motifs.

FA.M6:3 Students will be able to identify different styles of music. (NS: 3, 5, 11)

- FA.M6:3-1 Identify different pianos and their uses.
- FA.M6:3-2 Identify skips and steps when reading music.
- FA.M6:3-3 Describe and demonstrate form through music.
- FA.M6:3-4 Vocally repeat melodic sequences in a song aloud.
- FA.M6:3-5 Describe the purpose of repeated rhythms in a song.

FA.M6:4 Students will be able to identify the steps to choral performance. (NSME: 1, 6, 11)

- FA.M6:4-1 Demonstrate choral singing parts.
- FA.M6:4-2 Repeat back rhythm patterns in a song.
- FA.M6:4-3 Explain musical texture changes after listening to a song.
- FA.M6:4-4 Define the rondo form by learning to read music.
- FA.M6:4-5 Describe categories of voices.
- FA.M6:4-6 Identify chorales and chorale preludes.