Focus:			Pacing	Key Words	I Can Statement
6th Grade GM 1.	**Repertoire: Selection and Choices**	**District/CCSS Standard**			
6 GM 1.A.1	Student will grow musically, emotionally and socially throughout the learning performance process.	ACDA	January	Dynamics, phrasing, textual meaning, balance	Students can articulate and demonstrate musical elements in the music. Students can understand and appropriately express the emotional content of various music pieces. Students can follow the lead and support of classmates and adjust their singing to balance with the choir.
6 GM 1.A.2	Choral tone will improve through well chosen text that provoke thought and are poetic.	ACDA	May	Interpretation, style	Students can demonstrate appropriate vowel formation, phrasing and expression for varying musical styles.
6 GM 1.A.3	Students will recognize and appreciate music that is historically significant and culturally diverse.	ACDA	Historical - January Cultural - May	Diversity, historical significnce	Students can identify the historical message and elements in music. Students can identify the cultural message, style and unique performance elements in music.
6 GM 1.A.4	Students will become familiar with their vocal range and be challenged to grow their range.	ACDA	October	pitch, head tone, chest voice, breath support	Students can monitor the comfort of the low and high ends of their range. Students can demonstrate the ability to expand their range through classroom practice.
6 GM 2.	**Repertoire: Presentation**				
6 GM 1.B.1	Students will perform music with excitement, enthusiasm and respect.	ACDA	January	commitment, teamwork, respect	Students can perform music with appropriate excitement, enthusiasm and respect.
6 GM 1.B.2	Students will perform music with appropriate authenticity.	ACDA	May	style, accompaniment	Students can demonstrate their understanding of a song's text, purpose, origin and style through their performance of the song.
6 GM 3.	**Choral Vocal Production: Vocal Health, Intonation and Style**				
6 GM 2.A.1	Students will identify ways to protect their vocal health and take care of their voice.	ACDA	October	vocal cords, breath support	Students will articulate the basic elements of vocal health.
6 GM 2.A.2	Sing with articulation, breath management, and basic tone quality	ACDA	October	pure vowel sounds, consonants, articulation, breath support, tone quality	Students can sing with proper articulation, breath support and acceptable tone quality.
6 GM 2.A.3	Sing with proper vowel formation, resonation, placement of tone within the resonation chambers and breath management.	ACDA	March	pure vowel sounds, consonants, articulation, breath support, tone quality	Students can produce increasingly open vowel sounds when singing.
6 GM 2.A.4	Listen to themselves and others, to evaluate individual and ensemble performance; and to analyze how performance techniques will serve to address intonation issues.	ACDA	March	Intonation, breath, support, pure vowel sounds, articulation, tone quality	Students can evaluate the performance of themselves and their classmates. Students can identify strategies to address intonation issues.
6 GM 2.A.5	Students will sit with performers of similar vocal weight and timbre.	ACDA	January	Range, vocal weight, timbre, balance, blend, listening	Students will recognize the impact of their sound and the sound of others and appropriately manage the blend of their voice with the ensemble.
6 GM 2.A.6	Students will sing with healthy tone production, where there is little risk of vocal stress or damage and modify tone color to fit the style of the repertoire.	ACDA	May	style, roof of the mouth, pitch brightness, pitch darkness, vocal damage	Students can sing in healthy head tone and will avoid chest voice and vocal stress. Students can demonstrate varying tone colors with their voice and modify the tone color to suit the style of the music.
6 GM 4.	**Music Literacy**				
6 GM 3.A.1	Become an increasingly independent musician, with increased competence in note-reading, rhythm reading, score awareness, symbolic notational devices, and music directions written in other languages.	ACDA	May	Rhythmic notation, solfege, score, phrasing, crescendo, ritardando, coda, repeats, 1st/2nd ending, Double bar, meter	Students can demonstrate improved musicianship through mastery of musical symbols and theory. Students can articulate the meaning of various musical symbols and markings. Students can sight read short rhythmic and melodic phrases which include one step intervals and whole, half and quarter notes.
6 GM 5.	**Ensemble Dynamics**				
6 GM 4.A.1	Students will understand his/her individual worth to the collective ensemble and be able to subordinate themselves to the benefit of the whole.	ACDA	January	Teamwork, ensemble, balance, respect, empathy, encouragement	Students can demonstrate their role in the ensemble through their efforts at balance, vocal leadership and support. Students will encourage the efforts and accomplishments of others in the ensemble.
6 GM 6.	Creating				
6 GM 6.A	**Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.**	Anchor Standard			
	Students who demonstrate this understanding will be able to:				
6 GM 6.A.1	Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.	MU:Cr1.1.6	September		Students will compose short (4 measure) rhythmic phrases.
6 GM 6.B	**Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent**	Anchor Standard			
6 GM 6.B.1	Select, organize, construct, and document personal musical ideas for arrangements and compositions within given form(s) that demonstrate effective beginning, middle, and ending, and convey expressive intent.	MU:Cr2.1.6	September		Students will create an original composition that adheres to a standard musical form.
6 GM 6.C	**Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of the appropriate criteria.**	Anchor Standard			
6 GM 6.C.1	Evaluate their own work, applying teacher- provided criteria.	MU:Cr3.1.6	September		Students will evaluate their own composition against a rubric.
6 GM 8.	**Responding**				
6 GM 8.B	Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and teacher- or student- established criteria	Anchor Standard			
6 GM 8.B.1	Apply teacher-provided criteria to evaluate musical works or performances.	MuRe9.1.6	January		Critique performances which include live or recorded performances, peer performances, and self performances using teacher-provided rubrics
6 GM 9	**Connecting**				
6 GM 9.A	Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Anchor Standard			
6 GM 9.A.1	Demonstrate understandingof relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.	Mr:Cn11.1.6	March		Describe similarities between period music and art, architecture and lifestyles of that period.