

**ROBERTSON COUNTY SCHOOLS**  
**INSTRUMENTAL/GENERAL MUSIC**  
**MASTERY GUIDE**  
**SIXTH GRADE**

**Course Description:**

Instrumental Music is a course that provides musical performance and study for students in grades 6-8. Through the mediums of band and orchestra, the course is designed to develop proficiency in musical performance, and understanding of the art of music, and an appreciation of the creative and intrinsic values of music which can result in a life-long avocation.

**FIRST TERM**

**First Nine Weeks**

Demonstrate proper technique in breathing.

Correctly identify pitches and rhythmic values.

Employ proper vocal technique in unison singing.

Discern tonal characteristics of specific instrumental families and then specific instruments.

Identify and perform basic rhythm studies by counting or performing a single pitch of choice.

Identify nonstandard notation.

Demonstrate correct posture in sitting and standing positions.

Identify written examples of notes and tell whether a certain pitch is higher or lower in regards to another pitch.

Students will perform on instruments, alone and with others, a varied repertoire of music.

Identify dynamic and music expressive symbols and their corresponding definitions.

Demonstrate basic understanding of musical notation and expressive devices.

**Second Nine Weeks**

Examine and discuss a given melody with appropriate vocabulary.

Assemble examples of how music is used in daily life.

Identify basic relationships of music to other disciplines.

Sing a basic two-part harmonization, with both parts utilizing the same rhythm for performance stability.

Sing a two-part round.

Sing one part of a two-part harmonization.

Create a rhythmic improvised solo on a single pitch.

Compare and contrast a basic concept such as color or texture shared by two art forms.

Present examples of how music is utilized by other disciplines.

Demonstrate that technique includes the proper development and understanding of correct posture, hand position, fingering, wind articulation and percussion sticking as well as demonstrate facility in selected scales and rudiments.

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**SECOND TERM**

**Third Nine Weeks**

- Create an improvised solo using only three (3) pitches over a given chord.
- Create an original melody.
- Appraise, through written/oral critique, a recorded or live group/individual performance.
- Identify various technologies and their application in music.
- Demonstrate continuing tonal development and an understanding of the characteristic qualities of sound.
- Create an improvised rhythmic solo without an accompaniment.

**Fourth Nine Weeks**

- Create a variation of a given melody.
- Discuss the three building blocks of music (melody, harmony, and rhythm) and those qualities, which must be present for the existence of music of worth.
- Contrast two music genres and their historical backgrounds.
- Demonstrate proper transpositions of the various instruments.
- Identify various composers and the style of music the given composer represents.
- Present an oral critique of a recorded performance.
- Identify the music genre or style of a historical period or culture.
- Employ the techniques of sight-reading and performance on musical works from many compositional periods with characteristics interpretive elements.