

## **GRADE SIX**

### **Standards Comparison Recommendations**

#### **Music and English Language Arts CCSS**

##### **Connections**

- Comparing/contrasting the roles of musicians in ensembles from two or more cultures
- Comparing/contrasting the roles of characters in a musical theater piece or literary plot

##### **Suggestions**

- Identify the melody, accompaniment, and rhythmic units in (choose one): a Javanese gamelan, Mariachi ensemble, Jazz combo, rock band, etc., and draw parallels between the function of their respective roles in the ensemble and the characters in a play or story. Use genre-neutral language such as lead, support, pace, tempo, flow, etc.
- Describe how the melody and/or mood of a short musical piece changes with each successive section in binary (ABA) form or in a theme and variations, and assign grade-level adjectives in describing the changes and draw parallels between that and describing characters in a play or story

#### **Music and History/Social Science State Standards**

##### **Connections**

- Identifying and connecting common experiences, rituals, and modes of expression between ancient civilizations from various backgrounds, regions, and time periods

##### **Suggestions**

- Create a chart listing the political, social, and religious occasions in various ancient cultures accompanied by music, and identify the impact on music due to changes in the political, social, religious, and economic structures of each culture

##### **When Participating In Music Activities, Students Should:**

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions