



Grade 6 Music

FRENCH IMMERSION Program

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, dance, and music. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, dance, and music foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about music transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

Course Overview

In Grade 6, the learner

- develops language and practices for making music (*Making*)
- generates, develops, and communicates ideas for creating music (*Creating*)
- develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform music learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in Music



Critical Thinking

Critical thinking in music consists of analyzing, synthesizing, interpreting, and evaluating the musical experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the work or experience in music to facilitate interpretation, evaluation, and assessment.
- Learners determine how the musical elements are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in music while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in music in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate music experiences or work.



Creativity

Creativity in music is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create music.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating music.
- Learners build on the ideas of others to create music.
- Learners experiment and develop ideas iteratively using music language (e.g., elements, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share music in response to self-reflection or peer feedback.



Citizenship

Citizenship in music is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of music.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in music.
- Learners examine how music influences, comments on, and challenges identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through musical experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of music.



Connection to Self

Connection to self in music includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising music helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through musical experiences.
- Learners self-regulate, self-evaluate, and reflect on the musical experience to improve themselves.
- Learners set and pursue artistic goals for their learning in music, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which music shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.



Collaboration

Collaboration in music is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to music.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about musical experiences.
- Learners understand that drawing on others' ideas can enrich their learning in music and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., concerts, musical ensembles, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in music.
- Learners engage in the collective purpose or common goal while co-constructing music works and experiences with peers.



Communication

Communication in music is based on interaction with others or with a piece of music, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use musical language (e.g., elements, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to music on the development of their identity and relationships.
- Learners determine the artistic intent of a piece, taking into account the context and target audience.
- Learners seek to understand the messages in their music experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which music can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through music language.
- Learners make connections and build relationships through music experiences.
- Learners recognize the communicative power of music in building community.



Enduring Understandings

Making in Music

The learner develops language and practices for making music through listening and using oral, written, and visual music systems, tools, techniques, and elements of music. Music embodies and communicates ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making music illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in Music

The learner develops understandings about the significance, influence, impact, and role of music by making connections to the contexts of various times, places, social groups, and cultures. Engaging with music practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in music invites the learner to question the past, to challenge the present, and to shape the future.

Creating in Music

The learner engages in the creative process by generating, developing, and communicating ideas in music creation. The creative process in music provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today’s world.

Responding in Music

The learner uses critical reflection to inform music learning by responding, observing, describing, analyzing, and interpreting music experiences. The process of critical reflection in music enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner’s identity and agency and is necessary for transformative learning.



Learning Outcomes

Making (M-M): The learner develops language and practices for making music.

6-M-M1 The learner develops skills for singing, playing, improvising, and moving.


The learner is able to do the following:

- Sing and/or play in tune, with increasing control and accuracy, a sense of phrasing, and musical expression, while maintaining own part within an ensemble.
- Demonstrate an understanding of balance and blend in an ensemble.
- Perform parts accurately within the beat in an ensemble.
- Demonstrate correct posture, playing position, breath control, articulation, diction, intonation, and appropriate technique and control of instrument or voice.
- Demonstrate an understanding of and facility with a variety of tools for improvising simple melodies and instrumental pieces.
- Use movement to explore music concepts, enhance music making, and express ideas.
- Demonstrate appropriate interpersonal skills for making music collectively.

6-M-M2 The learner develops skills for making music through aural, written, and visual music systems.

The learner is able to do the following:

- Play and/or sing by ear, reproducing melodies, rhythms, accompaniments, and harmonies with increasing accuracy, complexity, and expression.
- Read, write, and perform from music notation, as required for playing and/or singing a variety of repertoire.
- Use standard and invented rhythmic and melodic notation and expressive symbols and terms to record own and others' musical ideas.
- Respond appropriately to non-verbal cues and gestures when making music.



6-M-M3 The learner develops competencies for using elements of music in a variety of contexts.


The learner is able to do the following:

- Rhythm
 - Perform and demonstrate an understanding of a variety of metric concepts (e.g., simple, compound, duple, triple, quadruple, irregular, and mixed metres).
 - Perform rhythmic patterns accurately, based on combinations of known durations.
- Melody
 - Describe and perform increasingly complex melodies.
 - Demonstrate an understanding of melodic design (e.g., home tone, step-wise motion, skips and leaps, octaves, melodic contour), as appropriate to classroom repertoire.
 - Demonstrate the understanding that melodies are created from a particular set of tones (modes).
 - Demonstrate the understanding that melodic relationships can be transposed to different tonal centres.
 - Distinguish between major and minor tonalities.
- Texture and Harmony
 - Identify and demonstrate various ways of layering sounds to create texture and harmony (e.g., homophonic and polyphonic music; two-, three-, and four-part harmony; various harmonic progressions; non-pitched music).
- Expression
 - Use and identify grade-appropriate elements of musical expression.
- Timbre
 - Identify, describe, and classify a wide variety of sounds from natural and constructed environments (e.g., instruments used by various cultures in Manitoba and countries around the world, orchestral instruments, electronic instruments, and sound sources).
 - Demonstrate an understanding of the appropriate use of changing male and female voices in music.
- Form
 - Use, identify, and describe grade-appropriate musical forms.

6-M-M4 The learner develops listening competencies for making music.

The learner is able to do the following:

- Listen with discrimination and purpose to
 - understand various cultural/historical/social contexts, music styles, genres, traditions, and so on

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- support enjoyment and understanding of music
 - make and interpret music expressively and creatively
 - inform music analysis, interpretation, appreciation, and evaluation
 - Develop listening strategies (e.g., kinesthetic hearing, inner hearing, musical memory, playing/singing/composing by ear) for making and creating music.
 - Listen to make informed decisions and solve music challenges.

Creating (M-CR): The learner generates, develops, and communicates ideas for creating music.

6-M-CR1 The learner generates ideas for creating music using a variety of sources.

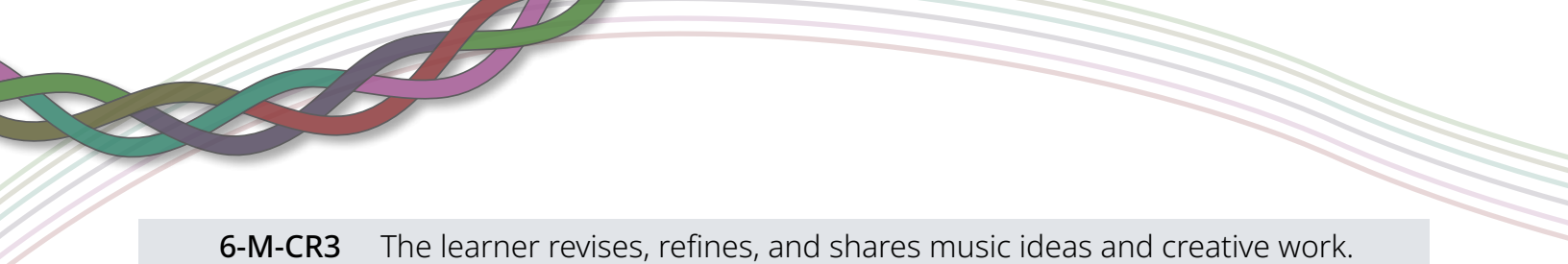
The learner is able to do the following:

- Draw inspiration from personal experiences and relevant (e.g., feelings; memories; imagination; observations; associations; cultural traditions; responses to current events; social, political, historical, and environmental issues).
- Consider other arts disciplines (dance, dramatic arts, media arts, visual arts) and other subject areas to inspire and trigger ideas for musical creation.
- Generate ideas from sound exploration and improvisation.
- Engage in collaborative brainstorming and idea generation as inspiration for musical creation.
- Explore and collect a variety of resources (e.g., motifs, riffs, music and music excerpts, technical challenges from existing repertoire, music and music excerpts, movement, images, sound, stories, poetry, artifacts, technology, multimedia) as a starting point for music creation and to ignite ideas for music creation.

6-M-CR2 The learner experiments with, develops, and uses ideas for creating music.

The learner is able to do the following:

- Experiment with sounds and music to test and elaborate ideas.
- Select, organize, and use a combination of ideas, elements, and techniques for composing and arranging musical pieces (e.g., select, refine, and organize motifs; choose form, dynamics, tempo, articulation).
- Use a variety of compositional tools (e.g., variety, repetition, tension and release, transition) in own music compositions.
- Recognize serendipitous discoveries and incorporate them into own music-making process, as appropriate.
- Develop and extend musical ideas individually and in collaboration with others.



6-M-CR3 The learner revises, refines, and shares music ideas and creative work.

The learner is able to do the following:

- Select and share music work in progress to inform revisions.
- Analyze, revise, and refine in response to critical self-reflection and feedback from others.
- Make appropriate decisions as to whether own work is “finished.”
- Select, present, and share own musical ideas, compositions, and interpretations with others through performances, composition portfolios, and/or sound/video recordings.
- Apply legal and ethical arts practices (e.g., related to copyright, intellectual property) when consuming, producing, and sharing music.

Connecting (M-C): The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.

6-M-C1 The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.


The learner is able to do the following:

- Identify, describe, and compare music experienced from different times, places, social groups, and cultures (include music from past and present and from global, Canadian, and Manitoban cultures, including First Nations, Métis, and Inuit).
- Identify, share, and discuss examples of music experienced through live performances and through various media.
- Demonstrate an awareness of the contributions of a variety of composers and musicians from own community, Manitoba, Canada, and various global contexts.

6-M-C2 The learner experiences and develops an awareness of a variety of music genres, styles, and traditions.

The learner is able to do the following:

- Identify and characterize a variety of music genres and styles.
- Demonstrate an awareness of general characteristics of music within groups (e.g., cultural, social, historical contexts).
- Describe and compare qualities of different art forms (e.g., dance, dramatic arts, literary arts, music, visual arts) within similar social, cultural, or historical groups.



6-M-C3 The learner demonstrates an understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities.

The learner is able to do the following:

- Demonstrate an understanding of the multiple roles and purposes of music in society (e.g., for enjoyment, persuasion, social commentary, mood creation, spiritual experience, dancing).
- Examine and explain own purposes for making music.
- Demonstrate an awareness of the intended meanings and/or purposes of music encountered in own performance and listening experiences.
- Demonstrate an appreciation of music as a means of experiencing the world and understanding the perspectives of others.
- Demonstrate an understanding of ways in which music reflects, influences, and shapes issues and events, as well as traditions, values, beliefs, and identities of individuals and groups.
- Demonstrate an awareness of the impact of context on musicians and their music (e.g., consider personal, social, cultural, geographical/ environmental, historical contexts).
- Demonstrate behaviours and attitudes appropriate for performers and audience members in a variety of music settings and contexts.
- Describe a variety of music-related careers.

Responding (M-R): The learner uses critical reflection to inform music learning and to develop agency and identity.

6-M-R1 The learner generates initial reactions to music experiences.


The learner is able to do the following:

- Take time to perceive music experiences before sharing opinions and making judgments.
- Make personal connections to previous experiences with music and other art forms.
- Express first impression of own and others' music (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).

6-M-R2 The learner listens to, observes, and describes music experiences.

The learner is able to do the following:

- Discern details and listen for music elements (e.g., melody, rhythm, tempo, dynamics, pitch, timbre, harmony, texture).

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- Use appropriate music terminology to observe and describe music experiences.
 - Recognize different noticings and build common understanding about music.

6-M-R3 The learner analyzes and interprets music experiences.

The learner is able to do the following:

- Analyze how music elements are related, organized, and used to communicate meaning.
- Share and justify interpretations of own and others' music.
- Examine others' interpretations to understand diverse perspectives and inform new thinking about music.
- Co-construct criteria to critically analyze and evaluate music works, performances, and experiences.

6-M-R4 The learner constructs meaning and applies new understandings from music experiences.

The learner is able to do the following:

- Justify own preferences, ideas, interpretations, decisions, and evaluations about music.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, opinions, and evaluations about music.
- Make informed judgments and choices for decision-making and evaluation.
- Identify ways that music contributes to personal, social, cultural, and artistic identity.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/arts/music/resources/grade_6.html.