

Norman Public Schools

MUSIC ASSESSMENT
GUIDE

FOR
GRADE 6

2013-2014

NPS ARTS ASSESSMENT GUIDE
Grade 6
MUSIC

This guide is to help teachers incorporate the Arts into their core curriculum. Students in grades 3-8 will take the NPS Arts Assessment test during the spring semester of the 2013-2014 school year. In order to give students the necessary skills to succeed, we have prepared a study guide for teachers. This should give teachers the necessary knowledge of the arts to pass on to their students.

The areas for testing in the 2013-2014 school year will come only from **Standard I** of the Priority Academic Student Skills for **Music**.

Standard I: 6th Grade

Language of Music-The student will read, notate, and interpret music.

The areas covered on the sixth grade test include:

- 1) Elements of Music
- 2) Tempo Terms
- 3) Notational Terms and Symbols
- 4) Instrument Families
- 5) Visual Recognition of Instruments
- 6) Vocal Classifications
- 7) Instrumentation of Ensembles

1) Elements of Music-These are the basic building blocks of music. They are listed below with definitions and simple illustrations.

***Pitch**-the highness or lowness of a sound. A very small instrument like a flute will play generally high pitches. A large instrument such as a tuba will play very low pitches.

***Melody**-a succession or pattern of musical pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds which makes each piece recognizable and expresses a musical idea or tune. Basically, arranging pitches in certain rhythms gives you a melody. If you ask a student to whistle "Boomer Sooner," the tune they whistle is a **melody**.

***Rhythm**-the term which denotes the organization of sound in time or the proportion or duration of notes. If you listen to a piece of music and clap every time a note starts, the pattern of your clapping is the **rhythm** of the piece. It is important to notice the difference between rhythm and tempo. Rhythm is the pattern of individual notes, while tempo is the speed of the music. To determine rhythm, you clap every time a note starts. To find the tempo, you find a constant beat, like clapping along at a rock concert.

***Tempo**-Is the speed or pace of the music. If you clap along to a band at a rock concert, the steady, constant beat you clap is the **tempo**. This is different from rhythm, which is the pattern of individual notes.

***Form**-the organization of its sections of repetition, contrast, variation or development. Form in music is like form in poetry. If you have a poem with two similar lines and then one very different line, you could call its form AAB. The same is true of music. Form organizes the piece into large sections according to similarity and difference.

***Tone Color**-is also referred to as timbre. This is the quality of sound of an instrument or voice. If James Brown and Josh Groban record the same song, they will sound very different. Part of this is because Groban has a very clear tone color, while Brown's is much raspier.

2) Tempo Terms

***Tempo**-is the speed or pace of the music.

***Lento**-very slow

***Adagio**-slow

***Andante**-walking tempo

***Allegro**-lively

***Presto**-fast

One helpful way of addressing the uses for these tempos is to give examples of what they could depict. (Which tempo of music would be best for a funeral? Which tempo would best convey a NASCAR race? etc.)

3) Notational Terms and Symbols

***Note**-a symbol which notates a pitch and duration

***Rest**-a symbol used to represent silence in music.

***Treble Clef**  -symbol placed on the staff to locate notes; used for voices and instruments mostly sounding above middle C.

***Bass Clef**  -symbol placed on the staff to locate notes; used for voices and instruments mostly sounding below middle C.

***Eighth Note**  -symbol for a note lasting one-half of a quarter beat.

***Eighth Rest**  -symbol for a silence lasting one-half of a quarter beat

***Quarter Note**  -symbol for a note lasting one quarter beat

***Quarter Rest**  -symbol for a silence lasting one quarter beat

***Half Note**  -symbol for a note lasting two quarter beats

***Half Rest**  -symbol for a silence lasting two quarter beats

***Whole Note**  -symbol for a note lasting four quarter beats

***Whole Rest**  -symbol for a silence lasting four quarter beats

For note and rest values, it is helpful to understand the relationship between values. We are using the quarter beat as a reference here, but here is another way of looking at this: two eighth = one quarter; two quarter = one half; two half = one whole

4) Instrument Families

All orchestral instruments can be placed into one of the following instrument families: strings, woodwinds, brass, and percussion.

Strings-are instruments with strings that produce sound when they are plucked, bowed, or struck. They include **violin, viola, cello, and bass**.

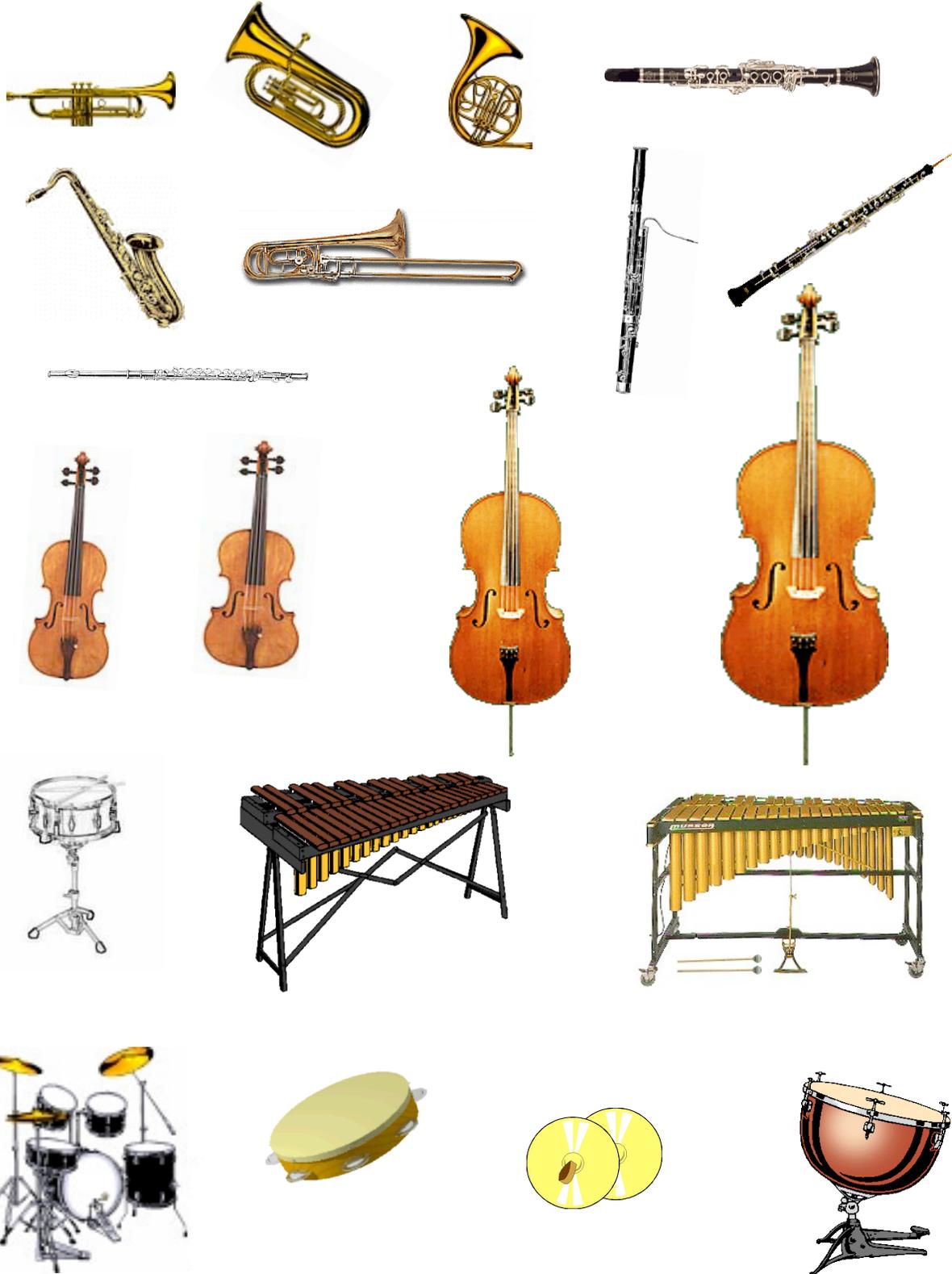
Woodwinds-are instruments which were originally made of wood (although not necessarily now), in which sound is produced by the vibration of air. Instruments that have reeds are in this family. Woodwinds include **flute, clarinet, oboe, bassoon, and saxophone**. Yes, even though it looks like a brass, the saxophone (a reed instrument) is a woodwind!

Brass-are wind instruments made out of metal with a cup or funnel-shaped mouthpiece. Sound is produced when a “buzzing” of the lips is made. Brass instruments include **trumpet, horn, trombone and tuba**.

Percussion-are instruments which produce sound when shaken or struck. (As long as it is not striking strings. Striking strings constitutes a string instrument, not percussion.) Some percussion instruments are: **any kind of drum, timpani (also known as “kettle drums”), drum set, xylophone and vibraphone (mallet instruments), cymbals, and tambourine**. Basically, if you don’t blow into it, and it has no strings, it is percussion.

5) Visual Recognition of Instruments

Students should be able to recognize the instruments in the following pictures:



6) **Vocal Classifications**

In a choir, the voices of the singers can be split into four classifications. These are based on how high or low a person sings.

Soprano-The highest female singing voice

Alto-The lowest female singing voice

Tenor-The highest male singing voice

Bass-The lowest male singing voice

Notice that women are either soprano or alto; men are either tenor or bass. If a student is asked to name the four voices from lowest to highest, that would be: bass, tenor, alto, soprano. Highest to lowest is soprano, alto, tenor, bass.

7) **Musical Ensembles**-are groups of singers and/or instrumentalists which perform pieces of music. Students should know information about the ensembles listed below and be able to identify them by the pictures.

A **symphony orchestra** typically is made up of string, woodwind, brass, and percussion instruments. Usually there are no saxophones or electric instruments like electric guitar. They most often perform in tuxedos.

A **marching band** is typically made up of woodwind, brass, and percussion instruments. There are typically no oboes or bassoons, nor are there electric instruments. This group often wears uniforms with hats, plumes, and military style coat/pants.

A **jazz band** is typically made up of saxophones, trumpets, trombones, drums, electric guitar, bass, and a piano or electronic keyboard.

A **rock band** usually has singers, drums, guitars, and an electric bass. Occasionally they have a keyboard. This is a type of group often seen on MTV or heard on the radio.

A **choir** may be accompanied by instruments, but it generally refers to a group of singers.