

DEPARTMENT/GRADE LEVEL: 6

COURSE/SUBJECT TITLE: Music

TIME FRAME (WEEKS):

OVERALL STUDENT OBJECTIVES FOR THE UNIT:

1. Sing for Enjoyment
2. Moving in a steady beat
3. Listening for comparison
4. Learn music reading skills
5. Identify instruments by sight
6. Identify instruments by sound

ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>Standard 1 - Singing alone and with others</p> <p>Academic Standards</p> <p>Students sing on pitch and in rhythm, with proper tone, diction, posture, and with a steady tempo. They sing accurately, expressively and with good breath control while they observe the indicated dynamics, phrasing, and interpretation.</p>	<p>Indicators</p> <p>6.1.1. Sing warm-ups that emphasize diction, posture, pitch accuracy, breath control, and attention to the conductor.</p> <p>6.1.2 Sing a cappella in small or large ensembles, with appropriate dynamics, phrasing and articulation.</p> <p>6.1.3 Sing variety of songs of many cultures and styles from memory, including ostinatos, partner songs, and rounds.</p> <p>6.1.4.Sing music written in two</p>	<p><i>Example:</i> Sing and maintain the tone on one pitch of a three-note chord. At the conductor's leading, raise or lower the pitch one musical half-step, observing the conductor's indications and using proper vocal placement and breath control.</p> <p><i>Example:</i> Sing "Aura Lee" in two parts.</p> <p><i>Example:</i> As part of a</p>	<p>Snapshot</p> <p>The instructor records the class singing a familiar selection of songs. The instructor plays the recording for the class. The instructor leads a discussion concerning pitch and rhythm accuracy. Students mark places in their music where inaccuracies occur.</p>	<p>"Spotlight on Music"</p> <p>Macmillan/McGraw Hill Publishers</p> <p>Concept Unit 11.2</p> <p>Celebrations</p> <p>Footlights</p>

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<p>They also sing a variety of songs of different cultures and styles from memory, including ostinatos, partner songs, rounds and two-part songs.</p> <p>Students in sixth grade sing in groups, blending vocal sounds, matching dynamic levels, and responding to a conductor's directions.</p>	<p>parts.</p>	<p>group, perform a short program for memory.</p>		
<p>Standard 2 – Playing an instrument alone and with others</p> <p>Academic Standards</p> <p>Students perform a variety of works on at least one instrument accurately, expressively, and independently, alone or in a group, following the directions of a conductor. They perform easy rhythmic, melodic, and chordal patterns accurately. They also perform independent</p>	<p>Indicators</p> <p>6.2.1 Echo a short pattern on a rhythmic or melodic instrument.</p> <p>6.2.2 Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate tempo and dynamics while watching a conductor.</p> <p>6.2.3. Play a pattern of, I, and V chords.</p> <p>6.2.4. Play a melody on a recorder or another melodic instrument, using the dynamics and tempo indicated by the conductor or score.</p>	<p><i>Example:</i> Play back an example exactly as given by the instructor or classmate.</p> <p><i>Example:</i> Make an ostinato part to play repeatedly on the xylophone, in order to accompany a piece or a class song.</p> <p><i>Example:</i> Using a keyboard, fretted or mallet instrument, play basic chords that accompany a</p>	<p>Snapshot</p> <p>The students create a list of chords that could accompany a given melody. While the class sings the melody, students take turns playing a suggested accompaniment chord. The class discusses which chords sound appropriate.</p>	<p>"Spotlight on Music" MacMillan/McGraw-Hill</p> <p>Text: p. 14</p> <p>Concepts Unit 1 and 2</p> <p>Orff Instruments</p> <p>Aux Percussion</p>

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<p>instrumental parts while other students play or sing contrasting parts.</p>	<p>6.2.5. Play a variety of music expressively and independently of others.</p>	<p>piece or a class song.</p> <p><i>Example:</i> Using a melodic instrument, play the melody to "America", observing dynamic, tempo, and expressive markings while watching the conductor.</p> <p><i>Example:</i> Play your part in a group rendition of Ashokan Farewell</p>		
<p>Standard 3 – Reading, notating, and interpreting music Academic Standards</p> <p>Students read, perform and notate music notation in simple meters, plus 6/8 meter.</p> <p>They identify and correctly observe the symbols and terms for dynamics, tempo, and articulation while playing.</p>	<p>Indicators</p> <p>6.3.1 Read and notate whole, half, dotted half, quarter, dotted quarter, eighth and eighth note triplets, dotted eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>6.3.2 Read given pitch patterns using either solfege, numbers, or letter names. Notate the major scale pattern of half steps and whole steps.</p> <p>6.3.3 Sight-read simple melodies</p>	<p><i>Example:</i> Play or clap a four-measure rhythm pattern provided by your instructor. Write down and play four new measures that will be added to the instructor's given pattern.</p> <p><i>Example:</i> Sing a written pattern created by a classmate, using solfege and correctly observing all</p>	<p>Snapshot</p> <p>The instructor makes a transparency of a four-measure score.</p> <p>The students perform the score.</p> <p>The instructor leads a discussion on the appropriate dynamic marking. The score can be sung or played.</p>	<p>"Spotlight on Music" MacMillan/McGraw-Hill</p> <p>Appropriate units in the TEXT.</p> <p>Reading Selections – All units</p> <p>Concept sections – Unit 1-6</p>

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Students in grade six sight-read melodies in treble and bass clef.	in treble and bass clefs.	<p>markings for tempo, dynamic levels, or articulation.</p> <p><i>Example:</i> Using an unknown melody provided by your instructor, study the example briefly and play or sing it accurately.</p>		
<p>Standard 4 – Improvising melodies and accompaniments</p> <p>Academic Standards</p> <p>Students invent simple melodic, rhythmic, or harmonic accompaniments to a piece or and excerpt.</p> <p>They devise simple melodic embellishments to known melodies.</p> <p>Students also improvise short, unaccompanied melodies to be played or sung over given accompaniments.</p>	<p>Indicators</p> <p>6.4.1 Create a simple I, IV, chords to accompany a song.</p> <p>6.4.2. Create a rhythmic and melodic ostinato to play against a given melody.</p> <p>6.4.3 Invent a rhythmic or melodic variation to a known theme.</p>	<p><i>Example:</i> Using a keyboard, fretted or mallet instrument, and without prior practice, accompany the song “Rock-a-My-Soul”.</p> <p><i>Example:</i> Use mallet instruments to accompany “Lean On Me”.</p> <p><i>Example:</i> Play a variation of Amazing Grace.</p> <p><i>Example:</i> Sing or play a short melodic example as it was presented,</p>	<p>Snapshot</p> <p>The instructor provides the class with a musical theme. Students then create their own variation of the original theme. Each part of the composition is put into a computer that plays the entire composition. The instructor uses this composition as the "Class Song."</p>	<p>"Spotlight on Music" by MacMillan/McGraw-Hill</p> <p>Text pages: 34,246,250.</p> <p>Concept Sections Units 1-6</p> <p>Celebrations</p> <p>Footlights</p>

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		followed by a jazz, country, or rock style.		
<p>Standard 5 - Composing and arranging music within specified guidelines</p> <p>Academic Standards</p> <p>Students create and arrange music to accompany readings or dramas.</p> <p>They use several sound sources when composing or arranging.</p>	<p>Indicators:</p> <p>6.5.1 Create a short piece or song to accompany a drama or reading, using duple meter, at least ten to twelve measures long.</p> <p>6.5.2 Create or assist in performing a fully original composition.</p> <p>6.5.3 Select instruments or sounds to be used in a piece being written.</p>	<p><i>Example:</i></p> <p>As a Class project, create an original opera or musical revue. Participate by helping with the words or music.</p> <p>Write a piece to be sung before the class play.</p>	<p>Snapshot</p> <p>Write a short piece for individual instruments.</p>	<p>"Spotlight on Music" by Macmillan/McGraw-Hill</p> <p>Units: 1, 3, 5</p> <p>MIDI sequencer or sequencing program</p> <p>Respond to Instructor</p> <p>Compose videos</p>
<p>Standard 6 - Listening to, analyzing, and describing music.</p> <p>Students identify musical forms when they are heard, as well as the sound of a major or minor tonality (key). They listen to examples of music that</p>	<p>Indicators:</p> <p>6.6.1 Diagram musical forms such as AB, ABA, ballads, rondos, theme and variation, and canons or fugues.</p> <p>6.6.2 Upon listening to and performing numerous examples of works in major and minor</p>	<p>Examples:</p> <p>Listen to Benjamin Britten's "Young Person's Guide to the Orchestra" and identify the form as well as how that form is heard in the music.</p> <p>Name the instruments in "young Person's Guide to</p>	<p>Snapshot:</p> <p>Analyze sections in a piece of music</p> <p>Determine number of sections in a piece and describe order.</p>	<p>"Spotlight on Music" by Macmillan/McGraw/Hill</p> <p>Text p. 252, 256,</p>

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<p>derive from various cultures and styles, and discuss them using appropriate musical terms. They also identify the sounds of voices and musical instruments. Students respond to musical events through movement.</p>	<p>keys correctly identify examples as major or minor.</p> <p>6.6.3 Identify musical instruments or voice types by sound.</p> <p>6.6.4. Write a description of a musical work studied, using appropriate terms.</p> <p>6.6.5 Use movement to represent the musical qualities or changes heard in a piece.</p>	<p>the Orchestra" as they are being played.</p> <p>As a part of a class activity, create a multi-media presentation to be given as a known piece is heard, utilizing movement, lighting and props.</p> <p>Analyze sections in a piece of music.</p>		<p>273, 274,</p> <p>Tests</p> <p>Instructor leadership</p>
<p>Standard 7 - Understanding relationships between music, the other arts and disciplines outside the arts</p> <p>Academic Standards</p> <p>Students identify similarities and differences in the meanings of terms used in the arts.</p> <p>The name similarities and differences among the terms used in music and other subject</p>	<p>Indicators</p> <p>6.7.1. Compare and contrast two or more meanings of common terms used in various arts such as unity and variety.</p> <p>6.7.2 Compare and contrast common terms used in music and other subject areas.</p> <p>6.7.3. Study a particular musical style and explore its relevance to other art forms.</p> <p>6.7.4 Study impressionistic music and its relationship to visual art.</p>	<p><i>Example:</i> Talk about how unity and variety are found in architecture, paintings, dance, and drama.</p> <p><i>Example:</i> Tell how sound is created and relate this to string instruments and percussion instruments.</p> <p><i>Example:</i></p> <p><i>Example:</i> Learn a folk dance from a country studied in social studies during the school year.</p>	<p>Snapshot</p> <p>The instructor leads a class discussion on multiple intelligences and how people learn differently. For example, students play the bells to demonstrate spatial intelligence, move to music to display kinesthetic intelligence, sing to show linguistic intelligence, and</p>	<p>"Spotlight on Music" by Macmillan/McGraw-Hill</p> <p>Appropriate Units</p> <p>Footlights</p> <p>Videos</p> <p>Recordings</p>

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areas outside of the arts.	<p>Local: Identify dances that represent other cultures.</p> <p>Local: Discuss the correlation between life skills and music.</p>	<p><i>Example:</i> Write a short essay on the need for self-discipline in music and other areas of life.</p>	<p>count rhythms to show logical-mathematical intelligence. The students then write and discuss which learning style they prefer and which pertain to them.</p>	
<p>Standard 8 - Understanding music in relation to history and culture</p> <p>Academic Standards</p> <p>Students develop an understanding of the relationship of music to the historical period in which it was composed.</p> <p>They describe how the elements of music are used in examples from world cultures.</p> <p>They also discuss the uses of music in everyday life and</p>	<p>Indicators</p> <p>6.8.1. Research the historical origins of musical styles as well as the cultures that produced them.</p> <p>6.8.2. Discuss suitable music for various occasions.</p> <p>Local: Discuss appropriate audience behavior for musical events.</p> <p>6.8.3 Compare and contrast different roles of musicians in various music settings and cultures.</p>	<p><i>Example:</i> Explore the development of rock music and the historical and technological developments that influenced its growth.</p> <p>Examples: Listen to a recording of an unknown instrumental work and identify as either a symphony, concerto, or string quartet. Talk about the musical reasons for identifying it as you did.</p> <p>Discuss the role of music in political campaigns and</p>	<p>Snapshot</p> <p>The students discuss how music has been influenced by technology and electronic music. The students then trace the evolution of Rock music. (8.2.1)</p>	<p>"Spotlight on Music" by Macmillan/McGraw-Hill</p> <p>Appropriate Units</p> <p>Footlights</p> <p>Recordings</p>

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throughout history.		television advertising. <i>Example:</i> Discuss the impact of a disrespectful audience upon a performance.		
Standard 9 - Evaluating and critiquing music and music performances Academic Standards Students develop criteria for high musical quality. They explain personal preferences for specific musical works and styles, using proper terminology. They also constructively evaluate the quality of their own and others' performances and	Indicators 5.9.1 Write a personal and classroom rubric which will be used to evaluate performances and compositions. Local: Discuss likes and dislikes of composers, styles, and pieces, using familiar music terminology.	<i>Example:</i> As part of a class project, create a rubric for composition which will be used to evaluate original works. <i>Example:</i> Write an essay comparing Classical to Baroque style. Explain your preferences and your reasons for these preferences.	Snapshot The students compose a song according to specified guidelines. The students use a checklist provided by the instructor to check for minimum requirements. The instructor then shows the students many examples of different compositional techniques. The students then develop a rubric measuring four or six levels of proficiency, and apply it to their composition.	"Spotlight on Music" Macmillan/McGraw-Hill Appropriate text Instructor Performance Recordings Performance Video

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<p>compositions.</p> <p>The students discuss the importance of proper concert behavior and demonstrate it.</p>				