

General Music
6th Grade

Strand	Product Performance Historical and Cultural Contexts	
Big Idea	Develop and Apply Singing Skills to Perform and Communicate through the Arts Develop and Apply the Knowledge and Skills to Understand Works of Art in Time and Place	
<u>Standards</u>		<u>Learning Targets</u>
A. <ul style="list-style-type: none"> • Genres and styles • Repertoire 		1. Musical Genres and Styles <ul style="list-style-type: none"> • Identify music from various styles and historical periods • Relate to the evolution of music from the middle ages through the 21st Century through exposure to a variety of musical ensembles • Listen to and/or perform pieces from the text that are examples of different cultures, genres, and styles
Alignments: CCSS: 6.RST.2; 6.WHST.4 Knowledge: (FA) 5 Performance: 1.7 MUGLE: PP.1.C; HCC.1.A NETS: N/A DOK: 3		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Provide listening examples of various genres and styles • Discuss content vocabulary • Analyze listening examples • Teacher models poetry writing process for a rap song • Shared reading or read aloud to determine importance for summarization • Class singing from text 		

<u>Assessments/Evaluations</u>
<ul style="list-style-type: none">• Teacher observation
<u>Sample Assessment Questions</u>
<ul style="list-style-type: none">• Listen to and identify the genre of this piece of music
<u>Instructional Resources/Tools</u>
<ul style="list-style-type: none">• CD's• Internet sources• Textbook
<u>Literacy Connections</u>
<ul style="list-style-type: none">• Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
<u>Cross Curricular Connections</u>
<ul style="list-style-type: none">• Social Studies: History and culture

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Big Idea	Develop and Apply the Knowledge and Skills to Understand Works of Art in Time and Place	
<p style="text-align: center;"><u>Standards</u></p> <p>B.</p> <ul style="list-style-type: none"> • Stylistic practices • Careers in music 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Famous Composers, Conductors and Other Careers in Music</p> <ul style="list-style-type: none"> • Discuss musical figures and their roles as composers • Be able to identify important music compositions and possibly conclude the origins and/or historical period of the music • Compare and contrast different musical careers (e.g., composer, conductor)
<p>Alignments: CCSS: 6-8.RST.9 Knowledge: (FA) 5 Performance: 4.1 MUGLE: HCC.1.B,D NETS: N/A DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Provide historical information and listening examples • Discuss and analyze listening examples • Gallery walk to read and share important information about composers • Watch video of famous conductors and composers 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written assessment • Teacher observation 		

Sample Assessment Questions

- Name a composer from the Baroque Period
- In Ragtime music, describe the differences in rhythmic performance of the left and right hands as it relates to the piano

Instructional Resources/Tools

- CD's
- Internet sources

Literacy Connections

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

Cross Curricular Connections

- History: Students can relate the music of a particular time period with the other things that are happening in that time period. They will also learn about the life of the composer

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Strand	Product/Performance Elements of Music Artistic Perceptions	
Big Idea	Develop and Apply the Knowledge and Skills to Listen to, Analyze, and Describe Music and Musical Performance Develop and Apply the Knowledge and Skills to Read and Notate Music Develop and Apply the Knowledge and Skills to Evaluate Music and Musical Performance	
<u>Standards</u>		<u>Learning Targets</u>
C. <ul style="list-style-type: none"> • Symbols of expression • Musical characteristics, events, and descriptors • Criteria for musical performances and compositions 		1. Musicianship and Audience Etiquette <ul style="list-style-type: none"> • Identify standard symbols for dynamics, tempo, and articulation (e.g., <i>p</i> for piano, <i>f</i> for forte) and discuss how these contribute to quality performance • Identify the mood of or musical expression of an aural example • Understand criteria to distinguish between quality and non-quality performances (especially stage presence and pitch accuracy) • Learn appropriate audience behavior in a variety of performance settings
Alignments: CCSS: 6-8.RST.4; 6-8.RST.7 Knowledge: (FA) 1 Performance: 1.10, 4.2, 4.3 MUCLE: PP.1.E; EM.1.C; AP.2.A NETS: N/A DOK: 4		

Instructional Strategies

- Demonstration of proper etiquette, such as:
 - dress
 - punctuality
 - manners
- Teacher modeling
- Student role playing
- Classroom discussion
- The teacher will play examples of quality and non-quality performances and the class will discuss them, focusing on pitch and stage presence.

Assessments/Evaluations

- Teacher observation
- Written evaluation

Sample Assessment Questions

- Describe how the audience behaved at a performance that you have attended.
- Watch a particular performance and describe what makes the performance a quality or non-quality performance based on a particular element

Instructional Resources/Tools

- DVD
- Internet resources
- Recorded performance

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

Cross Curricular Connections

- Aligns with:
 - Theatre
 - Choir
 - Orchestra
 - Band

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Strand	Product/Performance Elements of Music	
Big Idea	Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts Develop and Apply Improvisation Skills in Music to Communicate through the Arts Develop and Apply the Knowledge and Skills to Read and Notate Music	
<p style="text-align: center;"><u>Standards</u></p> <p>D.</p> <ul style="list-style-type: none"> • Melodic notation • Expression and technical skills • Imitation • Improvisation 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Beginning Pitch and Rhythm Notation</p> <ul style="list-style-type: none"> • Learn to read notes of the treble clef, one note above and one below the staff • Read and/or perform at least 5 pitches on a melodic instrument • Read and perform rhythms in simple meters using a variety of notes and rests at a beginning level • Echo simple rhythmic patterns • Write rhythms using standard notations • Improvise short, simple rhythmic and/or melodic patterns
<p>Alignments CCSS: 6.WHST.4; 6.RST.4 Knowledge: (FA) 1,2 Performance: 2.5, 4.6 MUCLE: PP.2.B,D; PP.3.A; EM.1.B NETS: N/A DOK: 4</p>		

Instructional Strategies

- Teacher modeling of rhythms
- Guided practice of students' reading and writing rhythms
- Teacher will clap rhythms for students to echo
- Students will practice writing rhythms alone and in groups
- Peer review with partners to analyze various rhythms
- Play pitches on boomwhackers or other pitched instruments (e.g., piano or recorder)
- Play music baseball and other games to help students learn note placement

Assessments/Evaluations

- Teacher observation
- Written evaluation

Sample Assessment Questions

- Using the following notes and rests, write two measures in a specific time signature

Instructional Resources/Tools

- Whiteboard
- Internet sources
- DVD

Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics

Cross Curricular Connections

- Mathematics:
 - Patterns
 - Fractions

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Strand	Product Performance Artistic Perceptions	
Big Idea	Develop and apply instrumental music skills to perform and communicate through the arts Develop and Apply the Knowledge and Skills to Listen to, Analyze, and Describe Music and Musical Performance	
<p style="text-align: center;"><u>Standards</u></p> <p>E.</p> <ul style="list-style-type: none"> • Musical characteristics and descriptors • Group playing 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Musical Instruments, Ensemble Sounds</p> <ul style="list-style-type: none"> • Identify instruments visually and aurally by instrumental families • Differentiate between ensemble groupings and determine the musical means and size of the group from an aural example (e.g., solo vs. group) • Know about instruments based on their size, shape, and construction • Identify the instruments' characteristic sounds and relate them to the other instruments
<p>Alignments CCSS: 6.RST.4 Knowledge: (FA) 1 Performance: 1.10 MUCLE: PP.2.E; AP.1.B NETS: N/A DOK: 4</p>		

Instructional Strategies

- Teacher:
 - demonstration
 - modeling
- Internet instructional demonstrations
- Instructional instrument games
- Assist students while categorizing instruments into families
- Provide aural examples of each instrumental family
- Engage students in various activities to determine instrument:
 - descriptions
 - sounds
 - family

Assessments/Evaluations

- Written assessments
- Teacher observation

Sample Assessment Questions

- After listening to the example, move to the wall that is labeled with the appropriate instrument

Instructional Resources/Tools

- DVD that illustrates various instrumental families
- CD that illustrates various instrumental families
- Instruments from the various families
- Internet sources

Literacy Connections

- Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics

Cross Curricular Connections

- Science

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