



General Music

Grade 6

Developed By: Vanessa Lim, Alexis Rizzo, Pam Struble, Alex Vecchio

Approved: Dr. James Riley

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Scope and Sequence

Summary and Rationale	
<p>In Grade 6, students will progress towards music literacy in an environment in which they are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Students will be given opportunities to communicate musical ideas through creative personal realization, engage in challenging performance experiences, respond to the arts through analyzing and interpreting the artistic communications of others, and connect musical ideas and works within societal, cultural and historical contexts.</p>	
Recommended Pacing	
<p>The essential elements of music based on aspects of composition, including but not limited to rhythm, melody, tone, pitch, timbre, form, texture, and harmony, are integrated within the standards and objectives listed below and are intended to progress on an ongoing basis throughout the year.</p>	
Standards	
CREATING	
Generating and conceptualizing ideas.	
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Organizing and developing ideas.	
1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
Refining and completing products.	
1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

PERFORMING	
Selecting, analyzing, and interpreting work.	
1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
1.3A.8.P4d	Identify and explain how cultural and historical context inform performances and result in different musical effects
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
Developing and refining techniques and models or steps needed to create products.	
1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
Conveying meaning through art.	
1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
RESPONDING	
Perceiving and analyzing products.	
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Interpreting intent and meaning	
1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
CONNECTING	
Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	

Enduring Understandings

- **Creating**
 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
 - Musicians' creative choices are influenced by their expertise, context, and expressive intent.
 - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Performing**
 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- **Responding**
 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music
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 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria
- **Connecting**
 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Essential Questions

- **Creating**
 - How do musicians generate creative ideas?
 - How do musicians make creative decisions?
 - How do musicians improve the quality of their creative work?
- **Performing**
 - How do performers select repertoire?
 - How do musicians improve the quality of their performance?
 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- **Responding**
 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
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- How do we judge the quality of musical work(s) and performance(s)?
- **Connecting**
 - How do musicians make meaningful connections to creating, performing, and responding?
 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

The development of assessments to measure student progress on instructional objectives will continue throughout the year. Suggested tools for assessment include:

- Rubric-based Performance assessments
- Rubric-based student and group self-critique
- Listening logs/journals
- Do now activities
- Exit tasks
- Student and teacher driven questioning strategies
- Group project/improvisation/performance
 - Perform a rhythmic ostinato on pitched percussion instrument using a simple chord bordun, broken and crossover bordun
 - Clap and speak 8 beat rhythm patterns using half, quarter, sets of eighth and sixteenth notes as well as half and quarter rests
 - Compose rhythm patterns up to 16 beats using the above rhythms and rests as well as accompanying lyrics
- Portfolio
- Concert composition-Capstone of Learning
- Concert performance(s)

Objectives

Students will know:

- **Creating**
 - Music is a language.
 - The language of music includes specific vocabulary and symbols.
 - Musical literacy includes the ability to read, decipher, and write musical symbols and terms
 - Compositions are grounded in prior knowledge, composed of musical elements that include rhythm, melody, harmony, timbre, form.
 - Creativity is enhanced by the development of technical knowledge and personal experience
 - Manipulating the elements of music creates expression (individual or group).
 - Composing and improvising connects with the vocabulary, symbols, patterns, and elements of music.
- **Performing**
 - Performing music is the oldest form of expression and communication
 - Practicing and THE WAY a performer practices has a direct and predictable effect on the quality of performance.
 - All performances provide opportunity for growth.

- Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.
- **Responding**
 - Exposure to a range of music is key to how we listen, respond, and perform music.
- **Connecting**
 - Music affects and is affected by the culture and world around us.
 - Music is related to all other disciplines.
 - Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

Students will be able to:

- **Create:** Imagine, Plan, Make, Evaluate, Refine
 - Generate rhythmic and harmonic phrases/accompaniments within basic forms (AB, ABA, Theme & Variations) that convey expressive intent on the ukulele and percussion instruments. (1.3A.8.Cr1)
 - Construct musical ideas that demonstrate concepts such as unity/variety and convey expressive intent in compositions(ABA and Rondo form). (1.3A.8.Cr2a)
 - Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic and harmonic phrases (Syncopated rhythms, Sixteenth notes, Whole note, Half note, and Half rest, Quarter, Eighth & Quarter rest) on the ukulele (C Chord, G Chord, F Chord, Am Chord).(1.3A.8.Cr2b)
 - Evaluate and refine their own work by selecting and applying appropriate elements of music. (1.3A.8.Cr3a)
 - Present the final versions of personally and collaboratively created music that demonstrates craftsmanship and originality to others on the ukulele. Apply compositional techniques to achieve unity/variety and convey expressive intent. (1.3A.8.Cr3b)
- **Perform:** Rehearse, Evaluate, Refine, Select, Analyze, Interpret, Present
 - Apply collaboratively developed criteria when selecting vocal and ukulele music of contrasting styles for performance (rounds, partner songs, melodic ostinatos, countermelodies).(1.3A.8.Pr4a)
 - Compare the structure of contrasting pieces of music selected for vocal and ukulele performance, explaining how the elements of music are used in each.(1.3A.8.Pr4b)
 - Analyze selected music by sight-reading in treble clef using simple rhythmic, harmonic (ukulele chord charts), and melodic (solfege) notation.(1.3A.8.Pr4c)
 - Identify cultural and historical influences on vocal and ukulele repertoire/performances.(1.3A.8.Pr4d)
 - Perform contrasting pieces of music, demonstrating how the music's intent is conveyed by their expressive qualities (dynamics, tempo, timbre, articulation/style, and phrasing). (1.3A.8.Pr4e)
 - Identify and apply personally developed criteria, using a rubric(correct interpretation of notation/expressive qualities, technical skill of performer, originality, emotional impact, and decorum), to rehearse and refine performance repertoire. (1.3A.8.Pr5)
 - Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.(1.3A.8.Pr6a)
 - Demonstrate performance decorum (stage presence, attire, behavior) and audience etiquette appropriate for a school concert. (1.3A.8.Pr6b)
- **Respond:** Select, Analyze, Evaluate, Interpret
 - Select programs of music (playlist, live performance) and demonstrate/explain the connections to an interest or experience for a specific purpose. (1.3A.8.Re7a)(1.3A.8.Re7b)

- Compare programs of music from a variety of genres, cultures, and historical periods.(1.3A.8.Re7c)
- Apply appropriate, personally developed criteria to evaluate musical works or performances. (1.3A.8.Re8)
- Explain how elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.(1.3A.8.Re9)
- **Connect:** Interconnect
 - Use personal interests, knowledge, and skills to relate to create and perform music. (1.3A.8.Cn10)
 - Identify relationships between music and the other arts, other disciplines, and daily life. (1.3A.8.Cn11)

Integration

Technology Integration:

Soundtrap for Education (Chromebook)
 Ukulele Resources
 Recording/Audio Equipment

Writing Integration:

Music Composition (Ukulele, rhythmic, vocal)
 Lyrics/ Raps

Suggested Resources