

CURRICULUM MAP

Course Title: Music – 6th Grade

UNIT/ORGANIZING PRINCIPLE:

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>1) Sings alone and with others, a varied repertoire of music.</p> <p>2) Performs on instruments, alone and with others, a varied repertoire.</p> <p>3) Improvises melodies variations and accompaniment</p>	<p>Student’s perspective:</p> <p>I can read notes in the treble and bass clef.</p> <p>I can notate, name and perform standard rhythms.</p> <p>I can interpret the parts of the time signature.</p> <p>I can construct a major scale.</p> <p>I can identify given key signatures.</p> <p>I can sing and follow a conductor.</p> <p>I can identify music of</p>	<p>1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.</p> <p>Sing with expression and technical accuracy a repertoire of vocal literatures.</p> <p>Sing music representing diverse genre and cultures, with expression</p>	<p>Rhythm</p> <p>Beats</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Quarter notes</p> <p>8th notes</p> <p>Quarter rests</p> <p>Half notes</p> <p>Whole Notes</p>	<p>Online learning – clef reading.</p> <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance.</p> <p>Orchestra listening – timbre.</p> <p>Students compose a piece for class.</p> <p>Students demonstrate</p>

<p>4) Composes and arranges music within specified guidelines.</p>	<p>different genres.</p> <p>I can interpret hand signs and sing them back to the teacher using solfege.</p>	<p>appropriate for the work being performed. Sing music written in two and three parts</p>	<p>16th notes</p> <p>Syncopated rhythms</p> <p>Diatonic scale</p>	<p>diction in choir practice.</p> <p>Students sing in rounds – folk singing.</p>
<p>5) Reads and notates music.</p>	<p>I can attend and participate in area musical performances.</p>	<p>2. Students perform on at least one instrument</p>	<p>Solfege</p> <p>Fermata</p>	<p>Students perform in different ensembles.</p>
<p>6) Listening to, analyzing, describing and responding to music.</p>	<p>I can perform 5 pitches on a given musical instrument.</p> <p>Teacher’s perspective:</p> <p>Students read notes in the treble and bass clefs.</p>	<p>accurately in a large ensemble with good posture, good playing position, and good breath or stick control.</p>	<p>Rounds</p> <p>Crescendo</p> <p>Decrescendo/diminuendo</p> <p>Clef</p> <p>Composer</p>	<p>Students identify theme and variations (i.e. twinkle/twinkle little star).</p> <p>Celebrate music/culture of:</p>
<p>7) Evaluating music and music performances</p>	<p>Students can construct a major scale.</p> <p>Students interpret time signatures.</p>	<p>Students perform with expression and technical accuracy.</p>	<p>Conductor</p> <p>Baton</p> <p>Drum Major</p>	<p>African American history</p> <p>Spanish (5 May)</p> <p>Irish (St. Patrick’s Day)</p> <p>Easter</p>
<p>8) Understands the relationship between music, history and culture</p>	<p>Identify and demonstrate “swing” rhythms.</p> <p>Students sing and follow a conductor.</p>	<p>Students perform music representing diverse genre and cultures, with expression appropriate for the work being</p>	<p>Timbre</p> <p>Ostinati</p> <p>Soundscapes</p>	<p>Thanksgiving</p> <p>Kwanza</p> <p>Christmas</p> <p>Hanukkah</p> <p>Veteran’s Day</p> <p>Compose jingle</p>

	<p>Students perform in area music performances.</p> <p>Students can identify key signatures.</p> <p>Students identify music of different genres.</p> <p>Students perform 5 pitches on a given musical instrument.</p> <p>Students can interpret hand signs and sing them back to the teacher using solfege.</p>	<p>performed.</p> <p>3. Improvises simple harmonic accompaniments</p> <p>Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>4. Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity</p>	<p>Diction</p> <p>Phrasing</p> <p>Ensemble</p> <p>Scott Joplin</p> <p>Expression</p> <p>Variations</p> <p>Accidentals</p> <p>Sharps/flats</p> <p>Natural signs</p> <p>Orchestra</p> <p>Strings</p> <p>Woodwinds</p> <p>Brass</p> <p>Percussion</p> <p>Improvise</p> <p>Jazz</p>	<p>music/lullabies</p> <p>Study music of Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.</p>
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		<p>and variety, tension and release, and balance.</p> <p>Students arrange simple pieces for voices or instruments other than those for which the pieces were written.</p> <p>Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.</p> <p>5. Sight-reads simple melodies in both treble and bass clefs.</p> <p>Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and</p>		
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		<p>alla breva meter signatures.</p> <p>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>Uses standard notation to record musical ideas.</p> <p>6. Describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.</p> <p>Analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p>		
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		<p>Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.</p> <p>7. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by</p>		
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		<p>applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.</p> <p>8. Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>Describe ways in which the principles and subject matter of other disciplines</p>		
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		<p>taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).</p> <p>Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>		
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		Compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.		
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