



GRADE 6 GENERAL MUSIC

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **November 17, 2022**

COURSE OVERVIEW

Title:	Grade 6 General Music
Grade Level:	Grade 6
Level:	Elementary
Length:	Electives Rotation (21 or 22 classes)
Duration:	83 minutes
Frequency:	5 classes per week
Pre-Requisites:	None
Credit:	N/A
Description:	The 6 th grade general music course focuses on the exploration of rhythmic and melodic motives, connections to the elements of music, and performance North American musical styles. Students will read, write, and improvise music within traditional forms and create and perform both new and known works of music.

COURSE TIMELINE

Unit	Title	Key Concepts	Duration (Days)
1	Creating: Rhythmic and Melodic Form	<ul style="list-style-type: none"> • Form • Analysis • Improvisation 	4-5 Days
2	Creating: Notation	<ul style="list-style-type: none"> • Reading • Notation • Performance 	Ongoing
3	Creating: Composition	<ul style="list-style-type: none"> • Composition • Form • Chord Progressions 	4-5 Days
4	Performing: Melodic Content	<ul style="list-style-type: none"> • Meter • Form • Major scales • Intervals • Ostinato 	Ongoing
5	Performing: Elements of Music	<ul style="list-style-type: none"> • Dynamics • Articulation 	Ongoing
6	Performing and Responding: Traditional American Forms	<ul style="list-style-type: none"> • Folk song • Jazz • Popular forms • Protest songs and Civil Rights Movement • North America 	5-10 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Creative Ideas	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Expression	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Analysis	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Performance	Performers make interpretive decisions based on their understanding of context and expressive intent.
Context and Response	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT 1

Unit Title	Creating: Rhythmic and Melodic Form		
Unit Description	Students will label, analyze, and improvise rhythmic and melodic forms.		
Unit Assessment	Ongoing aural and written assessments.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do musicians generate creative ideas and decisions? 4-5 Days	<input type="checkbox"/> Students will label and analyze rhythmic and melodic form with phrasing and letter labels, including: AB, ABA, ABAC. <input type="checkbox"/> Students will identify notes on the treble and bass clefs up to one sharp and one flat. <input type="checkbox"/> Students will improvise 2-4 measure melodic and/or rhythmic phrases, using aural, oral, and/or notation skills.	Vocabulary: bar, double bar, repeat, phrase, measure, clef Concepts: -form -analysis -improvisation -staff	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases, within AB and ABA forms that convey expressive intent. 9.1.8.I 9.1.8.B 9.1.8.C

UNIT 2

Unit Title	Creating: Notation		
Unit Description	Students will read, perform, and create both known and unknown examples using simple divisions of the beat.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do musicians represent sounds using notation?</p> <p>Ongoing</p>	<input type="checkbox"/> Students will read and notate the following rhythms using rhythm syllables (takadimi) and traditional notation: quarter note, two beamed-eighth notes, four beamed-sixteenth notes, beamed eighth and two sixteenth notes, beamed two sixteenth notes and eighth note <input type="checkbox"/> Students will notate melodies on the treble clef using known scales. <input type="checkbox"/> Students will read and identify time signatures in simple duple and quadruple meters. <input type="checkbox"/> Students will label and analyze rhythmic form.	<p>Vocabulary: <i>ta, tadi, ta-a, takadimi, tadimi, takadi</i>, melody, bass clef, treble clef, skip, accidental, staff, ledger line, step, sharp, flat, scale, interval, whole/half step, pitch, contour, major pentachord, major hexachord, leap, unison, natural, beat, note head, meter, stick notation, traditional notation, stem, flag, rest, stem</p> <p>Concepts: -reading -notation -performance -rhythm syllables -meter</p>	<p>MU:Cr2.16b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and <i>two-chord harmonic</i> musical ideas.</p> <p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function, standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>9.1.8.B 9.1.8.J</p>

UNIT 3

Unit Title	Creating: Composition		
Unit Description	Students compose short compositions that feature both rhythmic and melodic ideas, including accompaniment.		
Unit Assessment	Composition using known elements		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do musicians make creative decisions?</p> <p>4-5 Days</p>	<input type="checkbox"/> Students will compose up to eight measures using known form and rhythmic content. <input type="checkbox"/> Students will sing, play, and notate two-chord harmonic progressions in major.	<p>Vocabulary: harmony, accompaniment, dominant, chord, tonic, chord progression, consonance, major scale degree, meter, improvise, compose, canon, ostinato, timbre, motive</p> <p>Concepts: -composition -form -chord progressions</p>	<p>MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements, songs, and compositions, within AB, ABA form, that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>MU:Cr2.16b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and <i>two-chord harmonic</i> musical ideas.</p> <p>9.1.8.A 9.1.8.B 9.1.8.C</p>

UNIT 4

Unit Title	Performing: Melodic Content		
Unit Description	Students use both vocal and instrumental techniques to expressive intent and artistry in the form. Students work in small forms, such as intervals, and large forms, such as scales.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does understanding the structure and context of musical works inform performance?</p> <p>Ongoing</p>	<input type="checkbox"/> Students will aurally and visually identify and label melodic patterns, including subsets of the major pentatonic, major pentachord, and major hexachord, using solfège. <input type="checkbox"/> Students will identify diatonic intervals of known scales, using solfège and/or interval quality. <input type="checkbox"/> Students will sing and play unison and two-part melodies on the treble clef. <input type="checkbox"/> Students will sing and play ostinato and chordal accompaniments on pitched and non-pitched instruments.	<p>Vocabulary: pitch, note, scale, major pentachord, major hexachord, solfège syllables, unison, contour, leap, flat, sharp, natural, skip, step, interval, major, minor, chord</p> <p>Concepts: -meter -form -major scales -intervals -ostinato</p>	<p>MU:Pr4.2.6b When analyzing selected music, read and identify by name or function, standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>9.1.8.B 9.1.8.C 9.3.8.B 9.2.8.E</p>

UNIT 5

Unit Title	Performing: Elements of Music		
Unit Description	Students create interpretations of music, using core elements of music.		
Unit Assessment	Ongoing aural and written assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do performers interpret musical works?</p> <p>Ongoing</p>	<input type="checkbox"/> Students will read and follow dynamic and tempo markings, including: <i>piano</i> , <i>mezzo forte</i> , <i>forte</i> , <i>lento</i> , <i>moderato</i> , and <i>allegro</i> . <input type="checkbox"/> Students will use aural analysis skills and music terminology to describe sound.	<p>Vocabulary: dynamics, form, harmony, melody, rhythm, tempo, tone color, texture, articulation</p> <p>Concepts: -dynamics -articulation</p>	<p>MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>MU:Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>9.1.8.A 9.1.8.B 9.2.8.E 9.3.8.A</p>

UNIT 6

Unit Title	Performing and Responding: Traditional American Forms		
Unit Description	Students study their relationship to the music of North America, creating social and musical links and context to events, people, and other art forms.		
Unit Assessment	Ongoing written and aural assignments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How does understanding the structure and context of music inform a response? 5-10 Days	<input type="checkbox"/> Students will identify representative composers and compositions from American music. <input type="checkbox"/> Students will compare and contrast musical works using music terminology. <input type="checkbox"/> Students will place styles of music into their appropriate category/genre, including: folk, jazz, popular, and protest.	Vocabulary: culture, context, ballad, shanty, twelve-bar blues, ragtime, Civil Rights movement, cover, arrangement, fandango, bourdon, theme, genre, canon Concepts: -folk song -jazz, popular forms -protest songs -Civil Rights Movement -North America	MU:Pr4.2.6c Identify how cultural and historical context inform performances. MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. 9.2.8.A 9.2.8.C 9.2.8.J

ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)