

Pequannock Township School District

Curriculum Syllabus

Music Fundamentals / Grade 6

Course Description:

This course provides the opportunity for active music making for sixth-grade students who are not enrolled in band or choir. Units are designed to address specific New Jersey arts standards and to correlate to sixth grade curricula in other subject areas. Students will sing, play Orff instruments, drums and guitar, listen and analyze, and create. Classes provide opportunities for growth in the understanding of musical elements (rhythm, melody, form, harmony, expressive elements, and style) as applied to the music performed. The curriculum is designed to be flexible and offers a variety of units so that teachers can tailor instruction according to classroom resources and course length (two trimesters or full year).

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.1
2. Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.B.2
3. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.1
4. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.2.8.A.3
5. Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.1
6. Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.2
7. Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.8.B.3
8. Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.3.8.B.4

9. Generate observational and emotional responses to diverse culturally and historically specific works of music. 1.4.8.A.1
10. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras. 1.4.8.A.3
11. Show that vibrations in materials can generate waves that can transfer energy from one place to another. 5.7.6.B.2
12. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.1
13. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.2
14. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.2
15. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R.4
16. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R.5
17. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R.7
18. Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2d
19. 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. RST.6-8.4
20. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. RP.A.3.D

Scope and Sequence



Unit 1 - We've Got the Beat - Trimester 1

After a review of the definitions of the elements of music, students will explore specific rhythmic concepts in 3-week projects. The first week is dedicated to making music, the second to creating music, and the third to extending and reflecting upon the music created.

Unit 2 - Name that Tune - Trimester 1

After a review of pitch and solfege, students will explore specific melodic concepts in 3-week projects. The first week is dedicated to making music, the second to creating music, and the third to extending and reflecting upon the music created.

Unit 3 - Good Form Matters - Trimester 2

The unit begins with a review of canon and sectional forms such as AB and ABA. Rondos will be used as a vehicle for improvisation. New forms introduced in sixth grade are the 12-bar blues and theme and variation.

Unit 4 - We Are Family - Trimester 2

This unit reviews timbre (tone color), instrument families and performing ensembles, voice parts and vocal ensembles, and concert etiquette. By revisiting the concept of timbre in sixth-grade, students can deepen their understanding of pitch and the physics of sound production. Voice parts and vocal ensembles are discussed because middle school voices are beginning to change.

Unit 5 - What America Can Do For You - Trimester 3

Students will explore American folk-songs, precursors to jazz from the African-American tradition, the history of the Star-Spangled Banner, and an American musical. The arts have long been used to present issues and ideas with which our country has grappled. Having knowledge of how specific musical works are connected to history and culture results in a deeper appreciation of the works and helps students determine who they are as citizens of the United States.

Assessments

Evaluation of student achievement in this course will be based on the following:

- Written and oral assessment of musical terminology and notation symbols, presentations, performance assessments.
- Aural and written assessment of instruments and instrument families
- Make Your Own Instrument project
- STOMP project
- Podcast project

Curriculum Resources

Anchor Programs/Teacher Materials

Instructional Resources:

Artful-Playful-Mindful: A New Orff-Schulwerk Curriculum for Music Making and Music Thinking by Jane Frazee. Schott Music Corporation, 2012.

Chatter with the Angels: Folk Songs from the American Black Tradition by Shirley W. McRae. Magnamusic-Baton, 1980.

Expressions of Freedom: Anthology of African-American Spirituals, Complete edition. A collection for Voices and Orff instruments by Rene Boyer-Alexander. Hal Leonard Publishing Corporation, 2001.

Multicultural Perspectives in Music Education edited by William Anderson and Patrica Shehan Campbell. Music Educators National Conference, 1989.

Orff Day by Day: Classroom Projects in Music and Movement by Alice Brass. Alice Brass, 1997.

Orffestrations Around the World arranged by Linda Forrest. Heritage Music Press, 1990.

Ready to Sing . . . Spirituals compiled and edited by Jay Althouse. Alfred Music Publishing, 2000.

Sing 'Round the World: International Folksongs by Shirley W. McRae. Memphis Musicraft Publications, 1990.

Step It Down: Games, Plays, Songs & Stories from the Afro-American Heritage by Bessie Jones and Bess Lomax Hawes. University of Georgia Press, 1987.

Strategies for Teaching Technology compiled and edited by Sam Reese, Kimberly McCord, and Kimberly Walls. Music Educators National Conference, 2001.

The Teacher's Guide to Music, Media, and Copyright Law by James Frankel. Hal Leonard, 2009.

Teaching Creatively by Working the Word: Language, Music, and Movement by Susan Katz and Judith Thomas. Allyn and Bacon, 1996.

Tools for Powerful Student Evaluation: A Practical Source of Authentic Assessment Strategies for Music Teachers by Susan R. Farrell. Meredith Music Publications, 1997.

Melody Flashcard Kit by Cheryl Lavender. Hal Leonard.

Rhythm Flashcard Kit by Cheryl Lavender. Hal Leonard.

Explore It! Guitar and Style by Nancy Marsters. Teacher manual/cd and student guitar textbooks

Silver Burdett Making Music Grade 6. Teacher's edition and resource binder, cds, and student textbooks

Classroom Mac lab and piano keyboards

SMARTBoard

Sibelius notation software, GarageBand music sequencing software

Student folders, pencils, journals

Music Notebooking Lessons and Printables. Units for John Williams, Music of the Middle Ages, Gerswhin, and the Nutcracker.

<http://www.homegrownlearners.com/printables/>

Differentiated Instruction and Assessment in the Music Classroom

http://www.tvdsb.ca/webpages/msurti/files/dia_strategies_in_a_music_classroom.pdf

Music Activities & Resources

<http://www.tvdsb.ca/webpages/msurti/learningclassroom.cfm?subpage=126479>

Elementary music blog for teachers using the Orff approach

<http://ofortunaorff.blogspot.com/>

Middle School Music

Monks, Mops, and Myths . . . making music in middle school by Marjie Van Gunten. Marjie Van Gunten, 1999.

Music at the Middle Level: Building Strong Programs edited by June Hinkley. Music Educators National Conference, 1994.

Strategies for Teaching: Middle-Level General Music compiled and edited by June Hinkley and Suzanne Shull. The National Association for Music Education, 1996.

Surviving in General Music by Michal Bennett. Pop Hits Publications, 1975.

Taming the Anthill by Jean Spanko. Memphis Musicraft Publications, 1985.

Teaching General Music: Action Learning for Middle and Secondary Schools by Thomas Regelski. Schirmer Books, 1981.

Improvising & Composing

Minds on Music: Composition for Creative and Critical Thinking by Michele Kaschub and Janice Smith. MENC: The National Association for Music Education, 2009.

Music Outside the Lines: Ideas for Composing in K-12 Music Classrooms by Maud Hickey. Oxford University Press, 2012.

Now's The Time: Teaching Jazz to All Ages by Doug Goodkin. Pentatonic Press, 1994.

Sketches in Style by Carol Richards and Neil Aubrey. Schott Music Corporation, 1992.

"Words and music" song writing unit (works for more than country music), and other great resources from the Country Music Hall of Fame website:

<http://countrymusichalloffame.org/ContentPages/teacher-resources>

Inside Music website: <https://www.myinsidemusic.com/>

Music for Performance

An Acoustic Jam in Middle School Music Class by Marilyn Davidon. Warner Bros. Publications, 1997.

Colores by Jos Wuytack. Alphonse, Leduc & Cie, 1968.
Dramas in Elemental Scales by Danaï Gagne and Judith Thomas. Magnamusic-Baton, 1983.
Hand Drums on the Move! by Chris Judah Lauder. Beatin' Path Publications, 2001.
Music for Children, Volumes I - V, Margaret Murray edition. Schott Music Corporation, 1977.
Music for Children, Volume 2-3, American edition. Schott Music Corporation, 1980.
Now's The Time: Teaching Jazz to All Ages by Doug Goodkin. Pentatonic Press, 1994.
Playtime: Instrumental Pieces for Orff Ensembles by Shirley W. McRae. Memphis Musicraft Publications, 1992.
Rhythmische Übung by Gunild Keetman. Schott Musik International, 1970.
Swingin' on the Bars: A Collection of Jazz Standards by Ronald Carter and Glenda Cosenza. Alfred Music Publishing, 2006.
Tops in Pops: Old and New Favorites Arranged for Orff Instruments by Marilyn Davidson. Warner Bros. Publications, 1996.

Americana

George Washington: Music for the First President by Kate Van Winkle Keller. The Hendrickson Group, 2003.
The World Turned Upside Down: Music of Colonial America by Barry Phillips. Mel Bay Publications, 1996.

Technology Resources:

From the Top Lesson Plans <http://www.pbs.org/wgbh/fromthetop/for-teachers/>
Kennedy Center music lesson plans <https://artsedge.kennedy-center.org/educators/lessons.aspx>
Mrs. Massey's Music Theory website <http://www.clickandteachit.com/music.cfm>
Music Ed Magic. Good source for free sheet music for projects.
<http://www.musicedmagic.com/>
Musictechteacher <http://www.musictechteacher.com/>
Music Theory lessons <http://www.musictheory.net/>
Pitch Flashcard website <http://www.soundfeelings.com/namethatnote/>
Profiles of Composers from the Classical Period, in a nutshell.
<http://www.52composers.com/>
Smithsonian Folkways Tools for Teaching
http://www.folkways.si.edu/tools_for_teaching/introduction.aspx
Solfege handsigns <https://teacher.ocps.net/lori.lovell/kodalyhandsigns.pdf>
Teaching Guitar Workshops Blog <http://www.guitaredunet.org/classroom/>
Theme and Variations explanation <http://www.youtube.com/watch?v=raqOYw5kRdc>
Theta Music Trainer <http://trainer.thetamusic.com/en/content/music-training-games>
Wynton Marsalis education materials <http://wyntonmarsalis.org/education>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

1. Attend local concerts and/or play performances

2. Attend middle school and high school performances
3. Websites - musictheory.net and musictechteacher.com