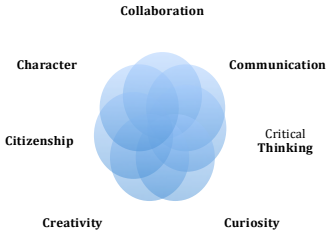
| **Content Area** | Course: Music Experience | **Grade Level: Sixth** |
|---|---|---|
| Music | **R14 The Seven Cs of Learning**   | |

| **Unit Titles** | **Length of Unit** |
|---|---|
| • Intro to Drumming | • 3-4 Weeks |
| • Intro to Ukulele | • 3-4 Weeks |
| • Intro to Digital Music | • 3-4 Weeks |

| Strands | Course Level Expectations* |
|---|---|
| **Create** | • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.<br>• Musicians can generate creative ideas, make creative decisions, and know when to share.<br>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<br>• Musicians' presentation of creative work is the culmination of a process of creation and communication |
| **Perform** | • 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.<br>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.<br>• Performers make interpretive decisions based on their understanding of context and expressive intent.<br>• 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.<br>• Musicians judge performance based on criteria that vary across time, place, and cultures.<br>The context and how a work is presented influence the audience response.<br>• Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music |
| **Respond** | • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.<br>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. |
| **Connecting** | • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.<br>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. |

*Expectations span Grades K-8 and are based on the National Coalition Core for Art Standards

| Unit Title | Intro to Drumming | Length of Unit | 3-4 Weeks |
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| **Inquiry Questions (Engaging & Debatable)** | • How do musicians generate and make creative decisions?<br>• How do musicians improve the quality of their creative work?<br>• How do performers interpret musical works?<br>• When is a performance judged ready to present?<br>• How do individuals choose music to experience? |
| **Standards*** | **Create:**<br>*Imagine:* MU:Cr1.1.6a *Plan & Make:* MU:Cr2.1.6b *Evaluate & Refine:* MU:Cr3.1.6a<br>**Perform:**<br>*Select:* MU:Pr4.1.6a *Analyze:* MU:Pr4.2.6b<br>**Respond:**<br>*Select:* MU:Re7.1.6a |
| **Unit Strands & Concepts** | • Types of Drums<br>• Basics of Hand Drumming<br>• Rhythms |
| **Key Vocabulary** | Djembe, conga, bongo, quarter note and rest, whole note and rest, eighth note and rest, half note and rest, sixteenth notes, dotted notes, hand position, rest position |

*Standards based on National Coalition for Core Art Standards
For more information visit: https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf

| Unit Title | Intro to Drumming | Length of Unit | 3-4 Weeks |
|---|---|---|---|

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| • proper drumming technique<br>• names of various drums and their origins<br>• rhythms including whole note and rest, half note and rest, quarter note and rest, eighth note and rest, sixteenth note and rest, dotted rhythms | • generate simple rhythmic phrases within AB and ABA forms that convey expressive intent<br>• notate simple rhythms or phrases using standard or iconic notation<br>• evaluate and refine their work using teacher-provided criteria<br>• perform with appropriate form on various classroom drums<br>• select music, using teacher-provided criteria, to perform<br>• perform rhythms commonly found in grade 6 repertoire<br>• discuss connections between music performed in class and music students listen to |

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| **Assessments:** | • Formative assessments, teacher observation, student performance |
| **Teacher Resources:** | Sight-reading factory, hand drumming resources |

| **Unit Title** | **Intro to Ukulele** | **Length of Unit** | 3-4 Weeks |
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| **Inquiry Questions (Engaging & Debatable)** | • How do musicians generate creative ideas and make creative decisions?<br>• How do musicians improve the quality of their creative work?<br>• How do performers interpret musical works?<br>• When is a performance judged ready to present?<br>• How do individuals choose music to experience? |
| **Standards** | **Create:**<br>*Imagine:* MU:Cr1.1.6a *Plan & Make:* MU:Cr2.1.6b *Evaluate & Refine:* MU:Cr3.1.6a<br>**Perform:**<br>*Select:* MU:Pr4.1.6a *Analyze:* MU:Pr4.2.6b<br>**Respond:**<br>*Select:* MU:Re7.1.6a |
| **Unit Strands & Concepts** | • Ukulele Basics/ Tuning<br>• Chord Progressions<br>• Performance |
| **Key Vocabulary** | ukulele, neck, fret, strings, tuning pegs, chord progressions, playing position, care and maintenance, solo, duet, trio, quartet |

| Unit Title | Intro to Ukulele | Length of Unit | 3-4 Weeks |
|---|---|---|---|

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| • proper ukulele care and maintenance<br>• common chord progressions found in ukulele music<br>• musical form | • generate harmonic phrases within specified guidelines<br>• create original compositions within specified guidelines that include a beginning, middle and end<br>• evaluate and refine performances using teacher created rubrics<br>• perform original and composed arrangements of music as a solo, duet, trio, or quartet<br>• demonstrate performance decorum and audience etiquette |

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| **Assessments:** | • Formative assessments, teacher observation, student performance |
| **Teacher Resources:** | Various resources for ukulele instruction |

| **Unit Title** | **Digital Music** | **Length of Unit** | 3-4 Weeks |
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| **Inquiry Questions (Engaging & Debatable)** | • How do musicians generate creative ideas?<br>• How does technology help musicians? |
| **Standards** | **Create:**<br>*Imagine:* MU:Cr1.1.T.Ia *Plan & Make:* MU:Cr2.1.T.Ia *Present:* MU:Cr3.2.T.Ia<br>**Perform:**<br>*Interpret:* MU:Pr4.3.T.Ia<br>**Respond:**<br>*Select:* Mu:Re7.1.T.Ia |
| **Unit Strands & Concepts** | • Basics of Soundtrap<br>• Composing using Loops |
| **Key Vocabulary** | loop, loop library, beat, drum, hip hop, R & B, drum, bass, sound fx |

| Unit Title | Digital Music | Length of Unit | 3-4 Weeks |
|---|---|---|---|

| **Critical Content:**<br>**My students will Know…** | **Key Skills:**<br>**My students will be able to (Do)…** |
|---|---|
| • basics of soundtrap<br>• loops<br>• song structure | • generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools<br>• select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools<br>• share compositions that demonstrate an understanding of technological craftsmanship as well as the use of digital tools<br>• demonstrate how a performance was influenced by the understanding of context and expressive challenges of digital music<br>• compose, present and refine original music using digital resources |

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| **Assessments:** | • Formative Assessment, Student Projects, Teacher observation |
| **Teacher Resources:** | Soundtrap |