

Curriculum Map: Grade 6 General Music

Course: 6 Music Sub-topic: General

Grade(s): 6

Course Description: Sixth grade classes will experience music through singing, moving, playing, and listening.

Essential Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
- What are some types of form in musical selections?
- What is the difference between harmony and melody?
- What is the difference between singing, shouting, whisper, and speaking voice?
- How do I properly sing with correct vocal technique?
- How do I maintain a steady tempo?
- How do I sing expressively with appropriate dynamics, phrasing, and interpretation?
- How do I properly listen to and evaluate musical components?
- How do I demonstrate safe and proper use of instruments?
- How do I respond to the cues of a conductor?
- How do I identify various instruments?
- How do I compare and contrast musical styles?
- How do I listen to, describe, and discuss historical context of various music selections?
- How do I discuss feelings stimulated by listening selections?
- What are quarter and eighth notes?
- How do I show understanding of music through movement?
- How do I evaluate performances and compositions?

Course Textbooks, Workbooks, Materials Citations:

Department chosen Curriculum

Resources: Department chosen Curriculum

Course

Interdisciplinary Math: Note values, rhythm, tempo, fractions

Connections:

History: Eras of music, different cultures, different traditions

Science: Sound, vibration, timbre, dynamics, pitches

ELA: Vocabulary, pronunciation, spelling, ASL

Course Notes:

Some or all of the following:

- CD's
- Smartboard
- Dry erase board
- Classroom instruments
- Computer
- Video presentations
- Books
- Appropriate software

Unit: Music Semester 1

Timeline: 18 Weeks

Unit

Description: Students will explore the concepts of:

- Dynamics
- Tempo

- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure
- Style/Background

Unit Essential Questions:

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Unit Big Ideas:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture

		Lesson	Objective	Assessment	Resources

	Lesson	Objective	Standards	Assessment	Resources
		Identify families of instruments	9.1.3 A-K	Formal/ Informal	

- CD's
- Digital Recordings
- Smartboard
- Dry erase board
- Classroom instruments
- Computer
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- Appropriate software

 	Identify heavier and lighter vocal registers	 	 	
 	Reading rhythms in various meters	 	 	
 	Identify the beat and rhythm of words	 	 	
 	Read rhythms in eighth note pairs, quarter notes, half notes, half rests, quarter rests, whole notes, and whole rests	 	 	
 	Speaking in canon	 	 	
 	Identify phrases	 	 	
 	Hear and sing music from diverse cultures	 	 	
 	 	 	 	
 	 	 	 	
 	 	 	 	
 	 	 	 	

9.1.5.G (Reinforced)	Identify the function and benefits of rehearsal and practice sessions.	
9.1.5.H (Reinforced)	Use and maintain materials, equipment and tools safely at work and performance spaces.	
	<ul style="list-style-type: none"> • Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts. 	
9.1.5.I (Reinforced)	Describe arts events that take place in schools and in communities.	
9.1.5.K (Reinforced)	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.	
9.2.5.A (Reinforced)	Explain the historical, cultural and social context of an individual work in the arts.	
9.2.5.B (Reinforced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	
9.2.5.C (Reinforced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.5.F (Reinforced)	Know and apply appropriate vocabulary used between social studies and the arts and humanities.	
9.2.5.J (Reinforced)	Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	
9.2.5.L (Reinforced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).	
9.3.5.B (Reinforced)	Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).	
9.3.5.E (Reinforced)	Describe and use types of critical analysis in the arts and humanities.	

- Contextual criticism • Formal criticism • Intuitive criticism

This Curriculum Map Unit has no Topics to display