

Glen Ridge Public Schools –Visual & Performing Arts Curriculum



Course Title: 6th grade general music

Subject: Music

Grade Level: 6

Duration: 1 cycle period

Prerequisite: N/A

Elective or Required: Required

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description: In this course students will learn the value of musical notation and its meaning in different clefs. Students will be able to write simple notation, and understand where the notes and rhythms are placed in corresponding measures. Students will understand the importance of blending

and balancing their voices within a group setting. Also, there will be individual solo performances that will be evaluated by the teacher. There will be ending performances and placement of vocal parts based on a singing introductory level test.

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COURSE TITLE 6th Grade General Music

Topic/Unit: #1 Vocal Parts/Singing

Approximate # Of Weeks: 3 weeks

Essential Questions:

1. Can you sing a question and answer pattern?
2. How do I sing in head voice?
3. What is good singing?
4. How do we make music together?
5. How do u read music?
6. How can I focus my attention on the correct vocal part?
7. How do I know which vocal part is right for me?
8. How can I manipulate sound, vibration and silence

Upon completion of this unit students will be able to:

(List objectives with corresponding Standard Number)

- 1.1.8.B.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.
- 1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- 1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
- 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
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Interdisciplinary Standards

- Standard 6.1 US History: America in the World.
- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values and productive citizens in local, national, and global communities.

- 5.2 Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Activities:

- Teacher lecture
- Front board discussion and note reading
- Attend high school class/performance
- YouTube and audio clips
- Sing along with Compact Disc and textbook
- Echo sing teacher
- Split into 2/3 part vocal parts
- Sing along with the piano accompaniment only
- Small/large group singing
- Rhythm clap & pat

STEAM Activities (Visual Arts):

- Students will develop an interpretative dance to a piece of literature. This will include body percussion and no vocals
- 4 teams. Each team member will choose a random word and relate it to the lesson at hand. These words will be posted in the classroom and used on a daily basis. Each student will get a point for usage daily. First to reach 50 will be “teacher for the day”

Enrichment Activities:

- Students will write their own lyrics to a chosen song melody in the textbook and perform it in front of the class
- Create a music BINGO board poster size with Velcro strips that are removable for play. Learned musical terms will be used as well as instruments.

Methods of Assessments/Evaluation:

- Aural testing
- Individual student assessment
- Student/ teacher critique
- Self evaluation and discussion
- Classroom discussion
- Written tests
- “What do you hear” chapter endings
- Student responses

Resources:

- “Making Music” textbook
- DVD/CD player
- Piano
- Sheet music

- iTunes
- Google.com
- YouTube.com
- Student Evaluation Sheets

Online Resources:

- Teacher webpage
- Youngcomposers.com
- Choralnet.com
- Singers.com/methods

COURSE TITLE 6th Grade General Music

Topic/Unit: #2 Notation

Approximate # Of Weeks: 3 weeks

Essential Questions:

1. What different ways can melodies transfer onto a staff?
2. Why do musicals tend to be more accepted in the United States?
3. What word combinations can I make using the musical alphabet?
4. How are accents different than legato and staccato styles?
5. How can I derive sixteenth rhythms from whole rhythms?
6. What different meters can I identify?
7. How can I identify steps, skips, and leaps when reading music?
8. What ways do melodies travel on the staff?

Upon completion of this unit students will be able to:

- 1.3.8.A.1

Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

- 1.1.8.A.1

Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.

-1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures

Interdisciplinary Standards

- Standard 8.2 – Technology Education

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Standard 9.3 - Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.1 21st-Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Activities:**

- Name that note
- Musical note flash cards
- Clap, tap, pat rhythm
- Forbidden rhythm
- Interval Worksheets
- Word combination board notation
- Piano singing and note recognition
- Listening and repeating rhythmic patterns
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STEAM Activities (Visual Arts):

- Students will construct a creative writing assignment based on simple notation and present it to the class
- Students will create a composition using non standard notation such as geometric shapes
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Enrichment Activities:

- Flashmusicgames.com- Ear training and notation excel sheets
- Ear training and pitch student to student tests, exercises, and evaluation
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Methods of Assessments/Evaluation:

- Test/Quiz
- Aural listening and echo repeat
- Small group projects
- Improvisation
- Ability to identify melodic rhythms and patterns
- Peer assessment
- Self assessment

- **Resources:**
- Textbook
- Worksheets
- On Board Notation
- Piano
- Metronome
- CD Player
- MP3 Player
- Sight Reading Handbook

- **Online Resources:**
- JW Pepper
- Funmusicco.com
- Musictechteacher.com
- Teacher Webpage
- Skyward
- Google Classroom
- Themusiccrack.com