

Planned Course of Study

Sixth Grade General Music Curriculum



**NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066**

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2020**

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INTRODUCTION

The Grade 6 General Music curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Music in Grade 6.

The Grade 6 General Music curriculum guide is the product of much diligent work on the part of the following staff members of the Task Force:

Scott Brown

James Lykins

This document reflects their efforts to establish a well-defined and organized approach to teaching Music in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
May 2020

Fine Arts Department Mission Statement - encompassing ALL arts

- “Our mission is to actively engage students’ creativity by developing higher order thinking skills through a variety of unique experiences that will promote intrinsic value.”

Northwestern Lehigh Music Philosophy

- We believe every student must have access to a balanced, comprehensive, and sequential study in music.
- We believe that a complete K-12 music program encompasses general music instruction, vocal, and instrumental performance at all levels.
- We believe that by studying and experiencing music, students acquire communication and literacy skills that are meaningful and relatable.
- We believe that the music performance process is a means to express, collaborate, read, think critically, reflect, connect to culture and history, and build self-confidence.
- We believe that learning music provides students the opportunity to acquire essential skills for creative problem solving and life-long learning.

OVERVIEW:

The goal of the instructional objectives for Grade Six General Music is to enable students to continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. Students explore music theory by reading and writing music notation, and they become familiar with a variety of musical styles and musical works from different periods of music history. Students demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.

GRADE 6 GENERAL MUSIC

Unit Topic	Music Theory / Literacy
Objectives:	• The student will identify melodic patterns when reading music. • The student will recognize diatonic intervals when reading music. • The student will identify notes written on the treble staff. • The student will identify notes written on the bass staff. • The student will notate melodies on the treble staff, with emphasis on steps and skips. • The student will read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests. • The student will identify the meaning of the upper and lower numbers of time signatures.
National Standards:	MU:Re7.2.6a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Performing Music
Objectives:	• The student will demonstrate acceptable performance behaviors when performing a varied repertoire of music. • The student will follow dynamic and tempo markings when performing a varied repertoire of music. • The student will sing or play music in unison and simple harmony from a varied repertoire of music. • The student will sing or play melodies and accompaniments written on the treble staff, using a variety of pitched and non-pitched instruments. • The student will play music in a variety of ensembles, using a variety of pitched and non-pitched instruments. • The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests, using voice, body percussion, or instruments.
National Standards:	MU:Pr4.3.6a; MU:Pr6.1.6b; MU:Pr6.1.6a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Creating Music
Objectives:	• The student will improvise four-measure melodic and rhythmic phrases, using a variety of sound and notational sources. • The student will compose four-measure melodies and rhythms, using a variety of sound and notational sources.
National Standards:	MU:Cr1.1.6a; MU:Cr2.1.6b
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Music History and Cultural Context
Objectives:	Understanding Historical and Cultural Influences • The student will identify and describe the cultures, musical styles, composers, and historical periods associated with the music literature being studied. • The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated. Making Connections • The student will investigate and describe various professional music careers, focusing especially on those concerned with music performance and creation (e.g., instrumentalist, vocalist, conductor, composer, and arranger). • The student will describe how people participate in music within the community as performers, consumers of music, and music advocates. • The student will investigate significant innovations in the history and development of musical instruments. • The student will identify the relationship of music to the other fine arts and other fields of knowledge. • The student will identify ethical standards as applied to the use of social media and copyrighted materials. • The student will demonstrate concert etiquette as an active listener or participant.
National Standards:	MU:Pr6.1.6b; MU:Re7.1.6a; MU:Cn11.0.6a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Analysis, Evaluation, and Critique
Objectives:	• The student will examine the importance of cultural influences and historical context for the interpretation of works of music. • The student will describe works of music, using inquiry skills and music terminology. • The student will examine and apply accepted criteria for evaluating works of music. • The student will describe performances of music, using music terminology. • The student will apply accepted criteria for critiquing musical performances of self and others.
National Standards:	MU:Re7.2.6a; MU:Re7.2.6b; MU:Re8.1.6a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	

Unit Topic	Aesthetics
Objectives:	• The student will identify reasons for preferences among works of music. • The student will identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. • The student will explain the value of musical performance to the school community.
National Standards:	MU:Re8.1.6a
Materials:	Textbook or other appropriate materials
Assessments:	Informal and formal teacher observation, question and answer, performance assessment, teacher-created rubric, listening assessment, compare and contrast, class discussion.
Differentiated Instruction Strategies:	All: Varied pacing, hands-on experiential learning, flexible grouping (for group performance tasks and activities), and appropriate scaffolding.
Ongoing throughout the course.	