

Quinton Township School District
Music
Grade 6
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Musical Notation in Action	Pacing:	10 Days
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Unit Summary: Students will apply what they have learned about reading notes and rhythms to playing handbells. Students will explore ways in which composers create moods and emotions in music. They will continue to explore major and minor music. Students will acquire a more in-depth understanding of rhythms and how they are subdivided. Students will continue to be introduced to musical compositions of various styles, and they will fill in listening guides in order to organize the details of these compositions.

Objectives:

Week 1: Know what is expected of them this year, express information about themselves.

Week 2: Identify dynamic changes, count rhythms, identify staff notes, write 2-note melodies.

Week 3: Distinguish major from minor, distinguish the timbre of various instruments, count rhythms.

Week 4: Identify major and minor, count rhythms, identify staff notes, write 3-note melodies, identify aspects of what makes one song different from the other.

Week 5: Choreograph a dance, identify major and minor, count rhythms, identify staff notes, write melodies based on solfege, identify aspects of what creates mood and emotion in music, organize rhythmic notes into a chart form according to duration.

Week 6: Perform a choreographed dance, critique dance, count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms.

Week 7: Count rhythms, identify staff notes, Identify various notes of the scale, identify and read staff notes, identify subdivisions in rhythms, distinguish various scales and tonalities from each other.

Week 8: Identify various notes of the scale, identify aspects of what creates mood and emotion in music, identify aspects of

different arrangements.

Week 9: Identify the scale used to create a melody, identify characteristics of a classical composition, subdivide rhythms.

Week 10: Identify various tools used by music arrangers, subdivide syncopated rhythms.

Essential Questions:

Week 1: How will we connect with music this year?

Week 2: How can we describe music?

Week 3: How can we describe music?

Week 4: What makes a musical performance good?

Week 5: What musical elements affect the mood or emotion of a song?

Week 6: How does reading music affect our understanding of what we hear?

Week 7: How has music developed throughout history?

Week 8: What makes a piece of music a fanfare?

Week 9: What musical elements affect the mood or emotion of a song?

Week 10: What makes a strong arrangement?

NJSLS - Visual and Performing Arts:

- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates

craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Interdisciplinary Connections: SL.PE.6.1, L.KL.6.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Students will review rules and the grading system. *Students will fill out personal questionnaires. Week 2: *Listen to four recordings of Row Row Row Your Boat. They are to figure out which one has all the correct pitches and write down the number. Note mover races *Play differentiated patterns on handbells. *Clap and count rhythm cards with quarter notes, eighth notes, Quarter	Teacher-created music sheets	Flash cards, staff board, listening guides, magnet notes, (handbells) tone chimes	• Smart Board Applications • Google Applications • pdf music • pdf flash cards • mp3 recordings

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rests and Eighth rests. Add the dotted Quarter note. *Fill in sheet for describing melodies as simple or busy. Week 3: *Listen to "In the Mood" and "Sing Sing Sing". Identify which is major and minor. *Play Camptown Races on the board *Review transposition by putting it in a higher and lower key *Listen to Sing Sing Sing- Identify song major or minor instruments type of ensemble composer solos- improvised Simple vs. Busy Week 4: *Review rhythm cards. *Play "Give My Regards to Broadway" on bells. *Fill in the yellow sheet to Sing Sing Sing *Identify major, minor and chromatic scales. *Review s-m on spaces. Add "la". *Advanced solfege- s d s m r m f			
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Students will count to eight and clap on various numbers - then perform inside count. *Class will practice saying names of combinations of E's and D's on staff. Add C. Students will practice playing on hand bells. *Write rhythms with quarter and eighth notes. *Review s-m on spaces. Add "la". *Advanced solfege- s d s m r m f *Fill in yellow sheet to Sing Sing Sing Week 5: *Students will work in groups. Each group will decide on a style of dance, then choreograph it. *Review rhythm cards- individual, and groups with ties. *Identify major, minor, pentatonic, and chromatic scales. *Review s-m on lines, including la. Add do. *Advanced solfege- s l d m r f s *Review the word "motive" Tap the motive of Mozart's 40th Symphony for the students. They are to identify how many notes are played in motive after hearing it on the piano.			
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*Listen to Symphony #40 and students will count how many times the motive comes up. *Students will identify major and minor scales. *Students will fill in yellow listening guides to “Sing Sing Sing.” Week 6: *Dance groups will finish practicing their dances, then perform for each other. The other dance groups will provide a critique for the performing groups. *Review major, minor, pentatonic, and chromatic scales. *Students will clap and count individual rhythms note cards with subdivisions written in. They will then put them together as puzzles and clap them together. *Review staff note sentences for treble and bass clefs, as well as ledger lines. *Class will practice saying names of combinations of E’s and D’s on staff. Add C. Students will practice playing on hand bells. *Solfege Tag Week 7:			
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*Solfege Tag *Students will identify major, chromatic, pentatonic, and minor scales. They will fill in a sheet identifying melodies as being major, chromatic, pentatonic, and minor. *Review subdivision cards. Try with no numbers written in. *Review titles, composers, and styles from past lessons Mozart's 40th Beethoven's 5th Sing Sing Sing Toccata and Fugue Stars and Stripes In the Mood American Patrol Eine Kleine Nacht Musik Water Music Suite American Patrol- Swing March of the Toy Soldiers Week 8: *Fill in sheets for tools for arranging. review various intervals. *Review rhythm note puzzles. *Review Note Tree. *Review "fanfare" by asking what the following songs have in common- Camelot, March of the Toys, El Cid,			
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Spanish fanfare, March of the Toy Soldiers. Play CD recordings of brass groups playing fanfares. *Fill in yellow sheets to “Waltz of the Flowers.” Listen for harp, tempo changes, dynamic changes, Oboe-nasal sound, Tympani, Discuss Tchaikovsky Week 9: *Review sheet with scales- major, minor, pentatonic, and chromatic. *Review subdivision cards. *Play solfege tag *Solfege Simon Week 10: *Review intervals and have them identify them when played. Have them write them on the board with magnet notes. *Fill in sheets for tools for arranging using "Mary Had a Little Lamb" this week. Add an example that has another melody played against it. Review Rhythm subdivision cards.			
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Assessments	
Formative Assessments - Teacher Observation in Music Reading Activities - Class Discussion	Summative Assessments - Listening Guides - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Music
Grade 6

Marking Period:	Two	Unit Title:	Meet the Music Arranger	Pacing:	10 Days
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Unit Summary: Students will be introduced to a variety of tools music arrangers use in order to present a composition in a new style. Students have been exposed only to tonal music up to this point, and in this marking period they will get to experience atonal music for the first time in music class by learning to compose a form of serial music called “twelve tone.” They will not only learn to devise a twelve-tone row, but they will also learn to manipulate the row in various ways. Students will begin preparing for the Rhythmolympics this marking period. *

Objectives:

Week 1: Identify various arranging tools, identify the melody of a song after it is arranged in a different style.

Week 2: Identify in-tune and out-of-tune playing, identify in-sync and out-of-sync playing, subdivide rhythms.

Week 3: Count rhythms, identify various staff notes, identify various notes of the scale, identify aspects of a composition from the Romantic Era.

Week 4: Identify various tools used by music arrangers, plan a music arrangement.

Week 5: Recognize good and bad intonation, recognize tools of music arranging, critique the accuracy of a performance, critique dance and costumes.

Week 6: Identify various notes of the scale through the use of solfege.

Week 7: Identify aspects of dixieland jazz, count rhythms, identify staff notes, explain musical improvisation. *

Week 8: Count dotted rhythms, identify characteristics of historical pieces of music.

Week 9: Subdivide rhythms to the sixteenth note.

Week 10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

- Week 1: What is an arrangement?
Week 2: What makes a song out of tune?
Week 3: How did Tchaikovsky express his music?
Week 4: How do we arrange music?
Week 5: What are the aspects of a good musical performance?
Week 6: How does reading music help a musician?
Week 7: What makes swing and Dixieland different?
Week 8: How has music evolved through the ages?
Week 9: How can note reading help students (us) understand music?
Week 10: How are rhythms subdivided?

NJSLS - Visual and Performing Arts:

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and

balance to convey expressive intent.

Interdisciplinary Connections: SL.PE.6.1, L.KL.6.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review "Waltz of the Flowers" *Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They are to identify which country they are hearing, based on the characteristics of the arrangement. Week 2: *Review arranging tools from memory. *Students will listen to Hark the Herald Angels Sing eight times. They are to circle "in tune" or "out of tune" *They will do the same for "in sync"	Teacher-created guides for grades 5-8.	Listening guides, arrangement worksheets, tone chimes, Garageband recorded tracks, voice part sheets, resonator bells, listening guides, rhythm flash cards	• Smart Board Applications • Google Applications • Garageband tracks • pdf flash cards • mp3 recordings

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and "out of sync" *Count and clap rhythms from subdivision cards. Week 3: *Fill in sheet #2 for arranging tools *Fill in voice parts sheets (SATB) to "Joy to the World". *Fill in yellow sheets to Waltz of the Flowers *Play jingle Bells on resonator bells from reading notes and rhythms on board. *Play staff notes on handbells. First use CDE, then CDEFG Week 4: *Students will then choose a song and arranging tools, and I will play the arrangements they plan. Each group will come up with their own plan. *Fill in voice choir voice part sheets to "Deck the Hall" Week 5: *Finish Yellow Sheets to "Waltz of the Flowers". *Review sixteenth note video. *Write solfege with magnets on board. Week 6:			
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*Review video on sixteenth rests. Pair students so they can teach those who need help. *Students will write solfege using bingo chips with partners (partner assignments are written in my grade book). Individual students will play the patterns for the class. If a student plays a pattern for the class and forgets his or her pattern after the first time, Mr. Wernega will step in and play it for the class a second and third time in order for them to have time to figure it out. *Mr. Wernega will go around and check all the chips. The first one with the chips placed correctly will help *Mr. Wernega checks students in order to save time. Week 7: *Begin working on rhythm reading for the Rhythmolympics *Review the title "Auld Lang Syne". *Practice naming notes on the staff (e-d, the e-d-c, then c-d-e-f, etc.) Students will practice playing patterns on tone chimes. *Fill in yellow sheet to "Back Home in Indiana" Explain improvisation,			
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dixieland funeral, small jazz ensemble. If time permits, discuss how to tell the difference between swing and dixieland jazz.* Week 8: *Work with Rhythmolymphics video *Finish Yellow Sheet on "Symphony Number 40" *Fill in Yellow Sheet to "Tiger Rag" Week 9: *Continue working on Rhythmolymphics- partner students to work together *Students will be tested at the end of class to see their progress. *Students will be assessed through their performance on music reading activities. Week 10: *Students will work in pairs on rhythm reading for the Rhythmolymphics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class, test all students on the Rhythmolymphics to see how many patterns they are able to clap and count correctly in a minute.			
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Assessments	
Formative Assessments - Teacher Observation in Music Reading Activities - Class Discussion	Summative Assessments - Listening Guides - Tonal and Atonal Assessment - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
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Quinton Township School District
Music
Grade 6

Marking Period:	Three	Unit Title:	Welcome to the Romantic Era	Pacing:	10 Days
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Unit Summary: The students will discover characteristics of Romantic Era music by listening to and filling out listening guides to several compositions. Students will audition for the Rhythmolympics at the beginning of this marking period. Students will continue music reading activities this marking period, as well as subsequent marking periods. *

Objectives:

Week 1: Count rhythms, identify staff notes, identify various moods shown in music, identify baroque ornaments, identify various tempos, identify staff notes, identify sharp signs and function.

Week 2: Identify aspects of music of the Romantic Era, count rhythms, identify staff notes, identify various moods shown in music, identify various tempos, identify staff notes.

Week 3: Count dotted rhythms, identify characteristics of historical pieces of music.

Week 4: Count rhythms, identify staff notes, write a scale on a staff and add the flat where appropriate, identify vocabulary from past classes, identify staff notes, identify sharp signs and function.

Week 5: Identify the four voice parts of a barbershop quartet, count rhythms.

Week 6: Identify the voice parts of the barbershop quartet, subdivide rhythms.

Week 7: Identify characteristics of a Chopin composition, subdivide rhythms.

Week 8: Identify the voice parts of a barbershop quartet, identify characteristics of chant.

Week 9: Identify and define various musical terms, identify aspects of music from the Romantic Era.

Week 10: Count rhythms, identify various notes of the scale, identify motives.

Essential Questions:

- Week 1: How was ornamentation used in the baroque era?
- Week 2: How was music expressed during the Romantic Era?
- Week 3: How has music evolved through the ages?
- Week 4: What elements are similar and different in early music and contemporary music?
- Week 5: How do the components of a barbershop quartet affect the whole?
- Week 6: What are aspects of reading music?
- Week 7: How does proper music terminology help us understand music?
- Week 8: How has musical notation evolved?
- Week 9: How has musical notation evolved?
- Week 10: How has musical notation evolved?

NJSLS - Visual and Performing Arts:

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Interdisciplinary Connections: SL.PE.6.1, L.KL.6.2.A, 6.6.NS.A, 6.6.RP.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *review tempos *Review Frederic Chopin *review "By the Beautiful Blue Danube" *Fill in yellow sheet for Minuet in G (harpsichord recording). Review ornaments. *Build "D" scale. Add appropriate *Continue Solfege Simon game. Week 2: *Demonstrate "rubato" using Chopin's	Teacher-created guides and materials	Recordings, staff board, magnet notes, flash cards, recordings of various compositions	● Smart Board Applications ● Google Applications ● Garageband recordings

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"Minute Waltz" *Discuss how rubato affects the emotion of a piece of a music. *Build "A" scale. Add appropriate sharps *Continue Solfege Simon game. Week 3: *The class will build a chromatic scale, then create a twelve-tone row from it. They will then manipulate the row with retrograde and other tools in order to create a composition. *Fill in Yellow Sheet on "Symphony Number 40" *Students will be partnered up at first and may use anything in their folders for reference, then they will share the details with the class. *Improvise jazz melodies for the class on the saxophone. Present them as if they are songs at first, but then let them know that they were improvised on the spot. Explain that improvisation is an important part of jazz.* *Show them this video of Louis Armstrong and his dixieland band, pointing out that each person is improvising a different melody at the			
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same time, creating polyphony. https://www.youtube.com/watch?v=wYLjbMBpGDA *If time permits, fill in Yellow Sheet to "Tiger Rag," then discuss the origins of jazz in New Orleans. Week 4: *Review Minuet in G and Harpsichord. *Listen to Ave Maria Chant and Ave Maria in four parts. Students are to give musical terms that explain the difference, mainly being harmony and unison. *Fill in yellow sheet to Ave Maria Chant. *Solfege Simon game. Week 5: *Continue lesson on composing twelve tone- use descending scale and write one using flats. *Review arranging terminology. Week 6: *listen to rhythms and circle which ones match on the papers. *Review rhythms with eighth, dotted eighth, quarter, and sixteenth notes. *Review the voice parts of barbershop quartet			
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Week 7: *Students will have nine words added to the word wall. They will have a matching sheet and use educated guesses with root words and other clues in order to figure out the new words, and the previous nine words will be included as well. *Fill in Yellow sheet to "Minute Waltz" Week 8: *Fill in Yellow sheet to Minute Waltz *Review vocabulary words *If time permits *Fill in Yellow sheets to "Ave Maria" chant *Pass around examples of early chant notation and modern notation. students are to find differences and similarities. Week 9: *Review word wall vocabulary *Review Yellow sheet to Minute Waltz *If time permits *Fill in Yellow sheets to "Ave Maria" chant *Pass around examples of early chant notation and modern notation.			
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students are to find differences and similarities. Week 10: *Solfege Simon *Review rhythm card for sixteenth rest and three sixteenth notes *Students are to look at the lines of rhythms on the board. *Ask them how many times they see the pattern of sixteenth rest and three sixteenth notes *Count and clap rhythm lines on the board. Label the pattern as a "motive". *Play Symphony #5 by Beethoven on the board- review "motive" *Review Vocabulary from tests- accelerando, ritardando, tempo, allegro, largo, crescendo, motive, treble, bass, (demonstrate with instruments) era, etc. *Fill in yellow sheet for “Ave Maria” chant. *Write a “G” scale.			
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Assessments	
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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

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Music
Grade 6

Marking Period:	Four	Unit Title:	Musical Terminology	Pacing:	10 Days
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Unit Summary: Students will be exposed to a list of musical terms presented as a word wall. They will not only discuss the definitions, but also apply them to musical sounds. Students will continue working on solfege and music reading activities throughout the marking period.

Objectives:

Week 1: Identify the four voice parts of the choir.

Week 2: Identify aspects of vocal health, identify various notes of the scale, identify the four voice parts of a choir.

Week 3: Read staff notes, identify piano notes, identify various notes of the scale.

Week 4: Describe how the voice works, identify various types of vocal injuries, define specific musical terminology and apply it to musical sounds, identify various notes of the scale.

Week 5: Take melodic dictations and identify specific musical terminology.

Week 6: Define specific musical terminology and apply it to musical sounds.

Week 7: Identify various musical terms.

Week 8: Define various music vocabulary.

Week 9: Define various musical terms.

Week 10: Recall information learned throughout the year.

Essential Questions:

Week 1: How do we break down a choir into its components?

Week 2: How can we have a healthy singing voice?
Week 3: How has music evolved through the ages?
Week 4: How can we keep our voices healthy?
Week 5: How does terminology help us as musicians?
Week 6: How do we apply musical terminology to music?
Week 7: How does musical terminology help a musician?
Week 8: How does musical terminology help us understand music?
Week 9: How does musical terminology help us understand music?
Week 10: How are all the elements of music connected?

NJSLS - Visual and Performing Arts:

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Interdisciplinary Connections: SL.PE.6.1, L.KL.6.2.A

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.2, 9.4.8.CI.4, 9.4.8.GCA.2

Computer Science and Design Thinking: 8.1.8.IC.1, 9.4.8.IML.15, 9.4.8.TL.5

Career Education: 9.2.8.CAP.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Students will listen to various voices singing the Hallelujah Chorus and identify them as Soprano, Alto, Tenor, or Bass Week 2: *Review voice parts to "Hallelujah." First do them one at a time, then in combinations of two at a time, then three at a time. *Students will read an article on vocal health, then fill in the blanks on an answer sheet. *Students will play solfege Simon. Week 3: *Review word wall vocabulary. *Review vocal health facts. *Play solfege Simon. Week 4: *Students will listen to a polyphonic	Teacher-created guides and materials	Word Wall sheets, listening guides, garageband tracks, recordings of compositions	• Smart Board Applications • Google Applications • Garageband tracks

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passage from Handel's "Hallelujah" and identify each voice part as it comes in. *Students will look at the definition of vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference *Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track. *Play solfege simon if time permits. Week 5: *Review listening vocabulary Students will fill in worksheets to study for the upcoming word wall vocabulary test. *If time permits: Students will work in pairs with a staff paper and bingo chips, putting them on the correct lines according to the solfege played on the piano. For each example a pair of students will go to the board and move the magnets. Week 6: *Review the following activities from last week *Students will look at the definition of vibrato, then listen to a voice singing			
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the same passage with and without vibrato, identifying the difference *Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each track. *Play solfege simon if time permits. Week 7: *Continue reviewing for the Word Wall test. We will do so as a game. *If time permits teach conducting patterns in three and four Week 8: *Review conducting patterns in 2, 3, and 4. *Review Word Wall vocabulary for the test. Week 9: Students will be tested on the vocabulary on the Word Wall. Week 10: Students will do crossword puzzles in order to review what we covered this year.			
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Assessments	
Formative Assessments - Teacher Observation in Music Reading Activities - Class Discussion	Summative Assessments - Listening Guides - Music Terminology Assessment - Tonal and Atonal Assessment - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
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