



6th Grade Choir CURRICULUM

Board Approved: 3/20/2025

Course Information

**Middle School
Full-year course**

Course Description:

This year-long vocal music course for sixth-grade students introduces students to sight-reading, vocal techniques, and ensemble singing. Students will perform a variety of choral compositions of contrasting styles, periods, and cultures. The relationship between music, the other arts, other disciplines, and daily life will be explored.

Transfer Goals:

- Generate and conceptualize artistic ideas and work.
- Refine and complete artistic work.
- Develop and refine artistic work for presentation.
- Interpret intent and meaning in artistic work.
- Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

Curriculum Standards: [MLS Fine Arts Music Standards](#)

Curriculum Resource(s): Sight Reading Factory student resource, Choral Tracks teacher resource

**priority standards indicated in bold*

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BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

Unit 1: Creating

Timeframe: Ongoing throughout the year

Unit Description: This unit introduces composition techniques for the beginning sixth-grade choir student. Students will create and communicate musical ideas through compositions and improvisations.

Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from various sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and applying appropriate criteria.
- Musicians' presentation of creative work is the culmination of creation and communication.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL BE ABLE TO:
<u>MU:Cr1A.E.5a</u>	<ul style="list-style-type: none"> • I can create musical ideas based on music explored in class.
<u>MU:Cr2A.E.5a</u>	<ul style="list-style-type: none"> • I can choose and improve versions of my musical ideas, based on music explored in class.
<u>MU:Cr2A.E.5b</u>	<ul style="list-style-type: none"> • I can create a written or digital recording of my musical ideas.
<u>MU:Cr3A.E.5a</u>	<ul style="list-style-type: none"> • I can improve my musical ideas using my knowledge of elements of music. • I can improve my musical ideas based on teacher-provided guidelines.
<u>MU:Cr3B.E.5a</u>	<ul style="list-style-type: none"> • I can share my musical ideas, rhythmic and melodic, individually or as a group.

**priority standards indicated in bold*

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Unit 2: Performing

Timeframe: Ongoing throughout the year

Unit Description: This unit introduces performance techniques for the beginning sixth-grade choir student. Students will select, analyze, interpret, and refine a variety of music for performance based on self-reflection and peer feedback.

Enduring Understandings:

- Performers' interest in and knowledge of musical works, understanding of their technical skill, and the context for a performance influence the repertoire selection.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience's response.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does context influence audience response?
- How does the manner in which musical work is presented influence audience response?

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL BE ABLE TO:
MU:Pr4A.E.5a	<ul style="list-style-type: none"> • I can choose a variety of music based on interest, structure, context and skill level.
MU:Pr4B.E.5a	<ul style="list-style-type: none"> • I can show, using music reading skills, how structure informs music for performance.
MU:Pr4C.E.5a	<ul style="list-style-type: none"> • I can recognize expressions in different kinds of music through my performance.
MU:Pr5A.E.5a	<ul style="list-style-type: none"> • I can use self-reflection and feedback from others to improve my performance of different kinds of music.
MU:Pr6A.E.5a	<ul style="list-style-type: none"> • I can perform different kinds of music accurately and with expression.
MU:Pr6A.E.5b	<ul style="list-style-type: none"> • I can recognize the background and meaning of different kinds of music through my performance.

**priority standards indicated in bold*

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Unit 3: Responding

Timeframe: Ongoing throughout the year

Unit Description: This unit introduces beginning sixth-grade choir students to the process of responding to music. Students will select, interpret, and respond to music based on expression, experience, elements of music, and context.

Enduring Understandings:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Questions:

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL BE ABLE TO:
MURe7A.E.5a	<ul style="list-style-type: none"> • I can identify reasons for choosing music based on qualities, interests, and context.
MU:Re7B.E.5a	<ul style="list-style-type: none"> • I can identify how context and using repeating parts, similar parts, and different parts affect how we react to music.
MU:Re8A.E.5a	<ul style="list-style-type: none"> • I can use musical elements, context, and lyrics to discover feelings and messages the music is trying to convey.
MU:Re9A.E.5a	<ul style="list-style-type: none"> • I can recognize and describe how my interests, experiences, understanding, and context of the music affect what I think about it.

**priority standards indicated in bold*

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Unit 4: Connecting

Timeframe: *Ongoing throughout the year*

<p>Unit Description: This unit introduces beginning sixth-grade choir students to the process of making meaningful connections to creating, performing, and responding. Students will understand how personal interests and skills, in addition to the other arts, other disciplines, and daily life relate to music.</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Musicians connect their interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL BE ABLE TO:
MU:Cn10A.E.5a	<ul style="list-style-type: none"> • I can recognize how what I like, what I know, and what I can do affects the music I create, respond to, and perform.
MU:Cn11A.E.5a	<ul style="list-style-type: none"> • I can understand how music connects with other arts, different subjects, different situations, and my daily life.

**priority standards indicated in bold*

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