

Subject Area: General Music
Grade Level: 6
Bedminster Township School

Unit 1: Vocal

Dates: 1 Quarter

September - October:
November - January:
February - April:
April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “National Anthem”
- The definition of a “Partner Song”
- Memorization of lyrics
- Proper singing technique and breathing
- Historical Facts about Selected Songs

Skill and Knowledge Objectives

- To understand vocal music and its history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal performances
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella

Assessments

Pre-Assessment:

- Oral - Ask if any students know our “National Anthem ?”
- Follow-up: Does anyone know what the phrase “National Anthem” means?

Formative Assessment:

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of selected songs

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of selected songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: **CREATING**

- **1.3A.8.Cr1**
 - **a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standards 4-6: **PERFORMING**

- **1.3A.8.Pr4**
 - **a.** Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.
 - **b.** Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
 - **c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - **d.** Identify and explain how cultural and historical context inform performances and result in different musical effects
 - **e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - **a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - **a.** Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - **b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: **RESPONDING**

- **1.3A.8.Re7**
 - **a.** Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
 - **b.** Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).
 - **c.** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
- **1.3A.8.Re8**
 - **a.** Apply appropriate personally developed criteria to evaluate musical works or performances.

- **1.3A.8.Re9**

- a. 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

Anchor Standards 10-11: CONNECTING

- **1.3A.8.Cn10**

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- **1.3A.8.Cn11**

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 1: Vocal

Overall Unit Lessons for Grade 6 Vocal Music

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Solo/duet/trio/group practice & performance where applicable*

Lesson 1: Materials: Activities:	Lesson 2: Materials: Activities:	Lesson 3: Materials: Activities:	Lesson 4: Materials: Activities:	Lesson 5: Materials: Activities:
Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:
Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:

Lesson 16:	Lesson 17:	Lesson 18:	Lesson 19:	Lesson 20:
Materials:	Materials:	Materials:	Materials:	Materials:
Activities:	Activities:	Activities:	Activities:	Activities:
-				
Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music Grade Level: 6 Bedminster Township School <u>JC 24-25</u>	
Unit 2: Rhythm/Note Reading	
Dates: Fall - Spring	September - October: November - January: February - April: April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: **CREATING**

- **1.3A.8.Cr1**
 - a. Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- **1.3A.8.Cr2**
 - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - a. 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.

Anchor Standards 4-6: **PERFORMING**

- **1.3A.8.Pr4**
 - c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - e. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - a. Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - b. Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: **RESPONDING**

- **1.3A.8.Re8**
 - a. Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: **CONNECTING**

- **1.3A.8.Cn10**
 - a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 2: Rhythm/Note Reading

Overall Unit Lessons for Grade 6 Rhythm/Note Reading

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

Lesson 1: Materials: Activities:	Lesson 2: Materials: Activities:	Lesson 3: Materials: Activities:	Lesson 4: Materials: Activities:	Lesson 5: Materials: Activities:
Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:

Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:
Lesson 16: Materials: Activities:	Lesson 17: Materials: Activities:	Lesson 18: Materials: Activities:	Lesson 19: Materials: Activities:	Lesson 20: Materials: Activities:
Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music Grade Level: 6 Bedminster Township School <u>JC 24-25</u>	
Unit 3: Keyboarding	
Dates: Fall - Spring	September - October: November - January: February - April: April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: **CREATING**

- **1.3A.8.Cr1**
 - **a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- **1.3A.8.Cr2**
 - **a.** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
 - **b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - **a.** 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.

Anchor Standards 4-6: **PERFORMING**

- **1.3A.8.Pr4**
 - **c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - **e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - **a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - **a.** Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - **b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: **RESPONDING**

- **1.3A.8.Re8**
 - **a.** Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: **CONNECTING**

- **1.3A.8.Cn10**
 - **a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

- Social and Emotional Competencies - activities/topics**
- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 3: Keyboarding

Overall Unit Lessons for Grade 6 Keyboarding

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

Overall Unit Lessons for Grade 6 Keyboarding

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

- Overall Unit Lessons for Grade 6 Keyboarding**
- Materials:**
- *Google Slides with Lyrics*
 - *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*
- Activities:**
- *Practice of selected songs with increasing difficulty*
 - *Add Choreography where applicable*

Activities:

- Practice of selected songs with increasing difficulty
- Add Choreography where applicable

- Activities:**
- Practice of selected songs with increasing difficulty
 - Add Choreography where applicable

Lesson 1: Materials: Activities:	Lesson 2: Materials: Activities:	Lesson 3: Materials: Activities:	Lesson 4: Materials: Activities:	Lesson 5: Materials: Activities:
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Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:
Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:
Lesson 16: Materials: Activities:	Lesson 17: Materials: Activities:	Lesson 18: Materials: Activities:	Lesson 19: Materials: Activities:	Lesson 20: Materials: Activities:
• Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music
Grade Level: 6
Bedminster Township School
JC 24-25

Unit 4: Music History

Dates: Fall - Spring

September - October:

**November - January:
February - April:
April-June:**

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts [Standards](#)

Anchor Standards 1-3: CREATING

- **1.3A.8.Cr1**
 - a. Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- **1.3A.8.Cr2**
 - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - a. 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.

Anchor Standards 4-6: PERFORMING

- **1.3A.8.Pr4**
 - c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - e. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - a. Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - b. Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: RESPONDING

- **1.3A.8.Re8**
 - a. Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: CONNECTING

- **1.3A.8.Cn10**
 - a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 4: Music History

Overall Unit Lessons for Grade 6 Music History

Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

Lesson 1:

Materials:

Activities:

Lesson 2:

Materials:

Activities:

Lesson 3:

Materials:

Activities:

Lesson 4:

Materials:

Activities:

Lesson 5:

Materials:

Activities:

Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:
Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:
Lesson 16: Materials: Activities:	Lesson 17: Materials: Activities:	Lesson 18: Materials: Activities:	Lesson 19: Materials: Activities:	Lesson 20: Materials: Activities:
• Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music Grade Level: 6 Bedminster Township School <u>JC 24-25</u>	
Unit 5: Music Theory/Ear Training	
Dates: Fall - Spring	September - October: November - January:

February - April:
April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: CREATING

- **1.3A.8.Cr1**
 - **a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- **1.3A.8.Cr2**
 - **b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - **a.** 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.

Anchor Standards 4-6: PERFORMING

- **1.3A.8.Pr4**
 - **c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - **e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - **a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - **a.** Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - **b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: RESPONDING

- **1.3A.8.Re8**
 - **a.** Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: CONNECTING

- **1.3A.8.Cn10**
 - **a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 5: Music Theory/Ear Training**Overall Unit Lessons for Grade 6 Music Theory/Ear Training****Materials:**

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

Lesson 1:**Materials:****Activities:****Lesson 2:****Materials:****Activities:****Lesson 3:****Materials:****Activities:****Lesson 4:****Materials:****Activities:****Lesson 5:****Materials:****Activities:**

Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:
Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:
Lesson 16: Materials: Activities:	Lesson 17: Materials: Activities:	Lesson 18: Materials: Activities:	Lesson 19: Materials: Activities:	Lesson 20: Materials: Activities:
• Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music Grade Level: 6 Bedminster Township School <u>JC 24-25</u>	
Unit 6: Handbells	
Dates: Fall - Spring	September - October: November - January:

February - April:
April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: CREATING

- **1.3A.8.Cr1**
 - **a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- **1.3A.8.Cr2**
 - **b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - **a.** 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.

Anchor Standards 4-6: PERFORMING

- **1.3A.8.Pr4**
 - **c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - **e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - **a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - **a.** Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - **b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: RESPONDING

- **1.3A.8.Re8**
 - **a.** Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: CONNECTING

- **1.3A.8.Cn10**
 - **a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit 6: Handbells**Overall Unit Lessons for Grade 6 Handbells****Materials:**

- *Google Slides with Lyrics*
- *Vocal recordings of selected songs in the correct keys for young voices with Lyrics*

Activities:

- *Practice of selected songs with increasing difficulty*
- *Add Choreography where applicable*

Lesson 1:**Materials:****Activities:****Lesson 2:****Materials:****Activities:****Lesson 3:****Materials:****Activities:****Lesson 4:****Materials:****Activities:****Lesson 5:****Materials:****Activities:**

Lesson 6: Materials: Activities:	Lesson 7: Materials: Activities:	Lesson 8: Materials: Activities:	Lesson 9: Materials: Activities:	Lesson 10: Materials: Activities:
Lesson 11: Materials: Activities:	Lesson 12: Materials: Activities:	Lesson 13: Materials: Activities:	Lesson 14: Materials: Activities:	Lesson 15: Materials: Activities:
Lesson 16: Materials: Activities:	Lesson 17: Materials: Activities:	Lesson 18: Materials: Activities:	Lesson 19: Materials: Activities:	Lesson 20: Materials: Activities:
Differentiate Instruction, depending on individual student needs: see below				

Subject Area: General Music Grade Level: 6 Bedminster Township School <u>JC 24-25</u>	
Unit 7: Music Technology	
Dates: Fall - Spring	September - October: November - January:

February - April:
April-June:

Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of the Head Voice, Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

Enduring Understandings

- The definition of “Lyrics”
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

Skill and Knowledge Objectives

- To understand various vocal songs and their history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella
- a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Assessments

Pre-Assessment:

- Oral - Ask if any students remember any patriotic songs from first grade.
- Follow-up: Does anyone know/remember what the word “Patriotic” means?

Formative Assessment: (accommodations are made based on IEPs and 504s)

Self-Reflection/Self-Assessment:

- Thumbs up, side, down
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Solo performance of a song

Resources

- Sheet Music
- Lyrics in Google Slides
- Various recordings of songs in the proper key for young voices

Visual & Performing Arts Standards

Anchor Standards 1-3: CREATING

- **1.3A.8.Cr1**
 - **a.** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
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 - **b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **1.3A.8.Cr3**
 - **a.** 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.

Anchor Standards 4-6: PERFORMING

- **1.3A.8.Pr4**
 - **c.** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.
 - **e.** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).
- **1.3A.8.Pr5**
 - **a.** Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
- **1.3A.8.Pr6**
 - **a.** Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.
 - **b.** Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Anchor Standards 7-9: RESPONDING

- **1.3A.8.Re8**
 - **a.** Apply appropriate personally developed criteria to evaluate musical works or performances

Anchor Standards 10-11: CONNECTING

- **1.3A.8.Cn10**
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Technology Standards

- **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

21st Century Life & Careers - Standard 9:

Career Ready Practices:

- **9.1.4.G.1.** - Describe how valuable items might be damaged or lost and ways to protect them.
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- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

Unit grade level accommodations and modifications for At Risk, IEP, MLL, G&T enrichment:

- Give more time to complete tasks
- Break down directions
- Give a choice in work
- Break down tasks
- Pair with a peer, think, pair share
- Use Google Translate for non-native speakers
- Write colors in alternate languages spoken at the grade level
- Work with the general grade level teacher if more time is needed for the student
- Give a choice of materials
- Create other colors based on primary colors and define them
- Highlight key details

Presentation Accommodations

- Use alternate texts at lower readability levels
- Work with fewer items per page or line and/or materials in a larger print size
- Audio amplification device (hearing aid(s), auditory trainer, sound-field system (teacher use of microphone)
- Be given a written list of instructions
- Highlighting keywords to emphasize them in a song
- Use visual presentations of verbal material (Google Slides w/ Lyrics) - full class use
- Use manipulatives to teach or demonstrate concepts/songs/patterns

Response Accommodations

- Assistive technology/iPad for responses
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song
- Non-verbal students: clap and/or stomp to the beat of the song

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions

- Sit where a student learns best (for example, near the teacher & away from distractions)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take the assessment/test in several timed sessions or over several days
- Take sections of an assessment/ test in a different order

Organization Skills Accommodations

- Mark important texts/lyrics with a highlighter
- Provide study guides based on the students' needs

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments
- Limited speech students: learn key words at the right time in a song
- Nonverbal students: clap and/or stomp to the beat of the song
- Small group practice for songs
- Provide practice music/video on Google Classroom for additional support

Curriculum Modifications

- Adjust grading to be based on work completed and the level of the student
- Instruction of prerequisite skills not in the curriculum
- Modify assignments/assessments that are above the current level of understanding

Unit grade level accommodations and modifications for 504s:

- Give more time to complete tasks, break down directions, choose in work, break down tasks
- Pair with a peer, use Google Translate for non-native speakers, Work with the grade-level teacher if more time is needed for students, give a choice of materials