



Mount Pleasant Central School District

6th Grade Chorus, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

What is quality vocal performance, and how do we prepare it? In this class, students will build on the foundational vocal and performance techniques established in elementary music and prepare for two seasonal concerts with high-level repertoire sung in at least two parts. Our main goals are to establish healthy vocal techniques, a strong foundation of music literacy and aural skill, as well as develop a sense of musical aesthetics, expression, and excellence. We emphasize a wide array of musical styles and origins, refined practice/rehearsal/performance techniques, understanding songs' musical make-up and meaning, following two-part written music as a "road map" as well as student leadership, choice, and discussion about music.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
General/Sight Reading	Year Long	<p>Review:</p> <ul style="list-style-type: none"> - Staff, Lines and Spaces - Cleff - Notes - Quarter Note, Half Note, Whole Note - High and Low <p>New Concepts:</p> <ul style="list-style-type: none"> - Solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do) - Major Scale - Step, Skip, Jump - Gordon Patterns - Pitch - Rhythm - Dynamics - Eighth Note 	<ul style="list-style-type: none"> - Solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do) - Major Scale - Step/Skip/Jump - Half Step, Whole Step - Pitch - Rhythm - Dynamics - Eighth Note - Quarter Rest 	<p>MU: Cr1.1.E.5 - Generate melodic, rhythmic and timbral ideas.</p> <p>MU: Cr3.2.E.5 - Share created patterns individually or as an ensemble.</p> <p>MU: Pr5.1.E.5 - Use teacher provided feedback and strategies to refine individual and ensemble performances.</p>	<ul style="list-style-type: none"> - Audiating and performing Gordon patterns accurately after hearing them sung or played. - Reading familiar patterns using solfege and singing them accurately back. - Echoing rhythms back after hearing them sung or played using Gordon method. - Reading rhythms accurately while 	<ul style="list-style-type: none"> - Audiating - Analyzing - Rhythmic Identification - Step-Skip Identification - Refining 	<ul style="list-style-type: none"> - Students are graded on their ability to accurately read introductory sight reading exercises that use notated rhythms paired with written solfege while maintaining a steady pulse. Exercises include step-based major scale, 8th, quarter, half and whole notes, quarter and half rests.

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		- Quarter Rest		MU: Pr6.1.E.5 - Demonstrate attention to technical accuracy in prepare and/or improvised performances.	maintaining a steady pulse. - Reading multi-measure, combined rhythm and solfege exercises while maintaining a steady pulse		
Performance	Year Long	<u>Review:</u> - Learn/perform melodies - Learn/perform partner songs <u>New Concepts:</u> - Learn/perform extended pieces	- 2 Part Music - Staff, System - Soprano, Alto, Baritone - Unison, Split - Melody, Harmony - Counter Melody, Background, Call and Response, Echo	- MU: Pr4.1.E.5 & 8 - Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the	- Students learn complex 2 part music by listening and echoing back. - Students learn about types of 2 part music including compositional and arranging techniques	- 2 Part singing - dynamics, - memorized music - performance etiquette - analyzation - reflecting & responding - Rehearsing	Students are graded weekly based on their attainment of the skills and participation in rehearsal and discussions. Students have two seasonal concerts with

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		<ul style="list-style-type: none"> - Learn/perform 2 part music - Expand Range - Develop Dynamics - Develop Performance and Rehearsal Techniques - Learn pieces from varied origins 	<ul style="list-style-type: none"> - Dynamics (<i>ppp, pp, p, mp, mf, f, ff, fff</i>) - Expressive - Phrase - Song Map, Song Arch - Repertoire - Tone 	<p>structure of the music, context and technical skill of the individual or ensemble.</p> <p>- MU: Pr4.2.E.5 - Comprase phrases, using aural indication and notation, in a piece of music to discover simple forms and inform performance.</p> <p>- MU: Pr4.3.E.5 - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared</p>	<p>and use that understanding to support faster learning, refined rehearsal techniques and more advanced music.</p> <ul style="list-style-type: none"> - Students Develop their ranges and use the full capability of their voices. - Students perform dynamically based on the written music. - Students analyze the song's context, arch and compositional techniques and 		<p>dress rehearsals that lead up to them the days before; these are their cumulative assessment for which they are graded on their demonstration of learned rehearsal/performance techniques, attainment of skills and participation.</p>

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				and/or improvised performances. - MU:Pr5.1.E.5 - (a.) Use teacher-provided feedback and strategies to refine individual and ensemble performances . (b.) Respond appropriately to specific aural and visual cues (such as entrances, dynamics , and fermatas.) - MU:Pr6.1.E.5 - Demonstrate attention to technical accuracy in prepared and/or improvised performances.	respond to it. - Students reflect on their own rehearsals/performancees to improve future rehearsals/performancees. - Students make use of sophisticated rehearsal and performance techniques to support an environment for learning and performing (posture, attitude, portrait of a learner qualities).		



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Connection/Interpretation	Year Long	<p><u>Review:</u></p> <ul style="list-style-type: none"> - reflection - lyrics - meaning <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> - context (cultural, historical, societal) - expressing/communicating music - interpretation - connecting musical concepts and meaning in the music - Analyzation of form, compositional techniques and their relation to the bigger musical context 	<ul style="list-style-type: none"> - Analyzation - Form - Structure - Message, Meaning, Purpose - Origin - Language - Connection - Communication - Tone - Song Map, Song Arch - Exposition, Rising, Climax, Falling, Resolution - Composer/Composition & Arranger/Arrangement 	<ul style="list-style-type: none"> - MU:Pr4.1.E.5 - Select varied repertoire to study (<i>from teacher- or student-provided options</i>) based on interest, music literacy, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. - MU:Pr4.2.E.5 - Compare phrases, using aural indication 	<ul style="list-style-type: none"> - Students can discuss music and their repertoire in a variety of contexts including origins, meanings, musical content, difficulty, function, etc. - Students develop an appreciation for music and the contexts in which music is made including cultures, time periods, backgrounds, languages, traditions, etc. 	<ul style="list-style-type: none"> - Musical Context - Communicating Music - Discussing Music and Repertoire - Music Appreciation - Fostering Curiosity and Open Mindedness - Analyzing music and repertoire - Interpreting music and repertoire 	<ul style="list-style-type: none"> - Students' ability to reflect, analyze, interpret and discuss music and their repertoire appropriately is factored into weekly grades. Students complete written reflections on these concepts before/after performances.

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				and notation, in a piece of music to discover simple forms and inform performance. - MU:Pr4.3.E.5 - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances. - MU: Re7.2.E.5 - Identify how knowledge of context	- Students develop an ability to identify and discuss aesthetic and expressive qualities.		

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				and the use of repetition, similarities, and contrasts inform the response to music. - MU: Re8.1.E.5 - Identify interpretations of expressive intent and meaning of musical works, referring to the elements of music, contexts and (when appropriate) setting of the text - MU:Cn10.1.E.5 - (b.) Relate musical experiences to			

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				personal accomplishments in order to create new goals. - MU:Cn11.1.E.5 - (a.) Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures. (b.) Identify ways in which music is used to represent and reflect group identity.			
Music Olympics	Spring	- Flexible Cumulative unit that reviews and	- Flexible Cumulative Unit that reviews and	- Flexible Cumulative Unit that reviews and	- Students can use established musical	- Music Literacy - Performance	Students are graded on their ability to use

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		reinforces concepts taught up until the beginning of the unit.	reinforces vocabulary taught up until the beginning of the unit.	reinforces standards taught up until the beginning of the unit.	foundations to research the musical traditions and context of different countries and present them to class. - Students can use previously taught musical ideas to come up with creative musical games. - Students can use previously taught musical ideas to complete challenges and compete in games.	Techniques - Sight Reading - Cooperation and Collaboration	previously taught musical skills to complete cooperative and individual challenges.

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