



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 6th Grade Music Curriculum

**Course Description:** While continuing in the paths established during the elementary grades, sixth grade music will strengthen students' musical knowledge and provide opportunities for students to demonstrate learned skills. Students will develop knowledge and skills related to the elements of music, the principles of performance, the connection of music to history and culture, as well as music's many interdisciplinary connections.

### Scope and Sequence:

| Timeframe | Unit                  | Instructional Topics   |
|-----------|-----------------------|--|
| 9 weeks   | Explorations in Music | Topic 1: Fun-damentals in Music<br>Topic 2: Keyboard<br>Topic 3: Ukulele<br>Topic 4: Singing |

# Curriculum Revision Tracking

## Spring, 2020

- Aligned the course to the new Fine Arts Missouri Learning Standards

## Unit 1: Explorations in Music

**Subject:** 6th Grade Music

**Grade:** 6

**Name of Unit:** Explorations in Music

**Length of Unit:** 9 weeks

**Overview of Unit:** This unit focuses on the understanding and use of rhythm and pitch.

### **Priority Standards for unit:**

- MU: Pr4B.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- MU: Cr3A.6bb Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
- MU: Pr5A.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
- MU: Cr3A.6aa. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- MU: Cr3B.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- MU: Pr4C.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

### **Supporting Standards for unit:**

- MU: Pr4B.6c Identify how cultural and historical context inform performances.
- MU: Pr6A.6a Perform the music with technical accuracy to convey the creator's intent.
- MU: Re7B.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- MU: Re9A.6a Apply teacher provided criteria to evaluate musical works or performances.
- MU: Re7A.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- MU: Cn11A.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

| <b>Unwrapped Concepts<br/>(Students need to know)</b>   | <b>Unwrapped Skills<br/>(Students need to be able to do)</b> | <b>Bloom's<br/>Taxonomy<br/>Levels</b> | <b>Webb's<br/>DOK</b> |
|---|--|--|-----------------------|
| Standard symbols for rhythm, pitch, articulation, and dynamics  | Read   | Apply                                  | 2                     |
| Standard symbols for rhythm, pitch, articulation, and dynamics  | Identify   | Understand                             | 2                     |
| Rationale for making revisions to the music based on evaluation criteria and feedback from their teacher  | Describe   | Understand                             | 2                     |
| Teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform   | Identify   | Understand                             | 2                     |
| Teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform   | Apply  | Apply                                  | 3                     |
| Own work  | Evaluate   | Evaluate                               | 3                     |
| Teacher-provided criteria such as application of selected elements of music, and use of sound sources   | Applying   | Apply                                  | 3                     |
| Final version of documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and conveying expressive intent | Present  | Apply                                  | 3                     |

### **Essential Questions:**

1. How does understanding the structure and context of musical works inform performance?
2. When is creative work ready to share?
3. How do musicians improve the quality of their performance?

### **Enduring Understanding/Big Ideas:**

1. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
2. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
3. 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.

**Unit Vocabulary:**

| <b>Academic Cross-Curricular Words</b>  | <b>Content/Domain Specific</b>  |
|---|---|
| <ul style="list-style-type: none"><li>● Theory</li><li>● Performance</li><li>● Articulate</li><li>● Composition</li></ul> | <ul style="list-style-type: none"><li>● Rhythm</li><li>● Pitch/Melody</li><li>● Dynamics</li><li>● Tempo</li><li>● Genre</li><li>● Chords</li></ul> |

## Topic 1: Fun-damentals in Music

| Standard   | Description  | Suggested<br># of Days | Teacher Notes  |
|------------|--|------------------------|--|
| MU:Pr4B.6b | 6th grade Quaver Fundamentals<br>Lesson 1  | 1                      | <ul style="list-style-type: none"> <li>● Genre</li> <li>● Pre-assessment (re-write)</li> </ul>   |
| MU:Pr4B.6b | 6th grade Quaver Rhythm Review<br>Lesson 2<br>Culminating activity is pg.6<br>Rhythm composition (3 days)                | 9                      | <ul style="list-style-type: none"> <li>● Note and rest value chart</li> <li>● Note and rest foldable</li> <li>● Note and Rest value video 1.10</li> <li>● Duration video 1.5</li> <li>● Meter video 1.2</li> <li>● Writing rhythms 1.11</li> <li>● (quirky quizzes for videos)</li> <li>● Chair rhythm notation activity</li> <li>● Rhythm counter (Phil Tulga)</li> <li>● Rhythm telephone gossip</li> <li>● Quizlet-notes and rests (Quizlet live)</li> <li>● Rhythm composition pg. 6 in workbook packet</li> <li>● Percussion instruments</li> <li>● Rhythm bingo</li> <li>● World Percussion Africa <ul style="list-style-type: none"> <li>○ Lesson 25, 27, 29, 30</li> </ul> </li> </ul> |
|            | 6th grade Quaver Pitch Review<br>lesson 3<br>Culminating activity is pg. 7<br>Rhythm and Melodic composition<br>(3 days) | 9                      | <ul style="list-style-type: none"> <li>● Middle C and grand staff (quirky quiz)</li> <li>● Staff champion <ul style="list-style-type: none"> <li>○ Treble and bass</li> </ul> </li> <li>● Staff wars -treble and bass</li> <li>● Quizlet- note names in treble and bass clef (quizlet live)</li> <li>● Kahoot- note names in treble and bass</li> <li>● Melodic composition (pg.7)</li> </ul>  |

## Topic 2: Keyboard

| Standard  | Description  | Suggested # of Days | Teacher Notes  |
|---|--|---------------------|--|
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb               | Quaver Keyboards 8th grade-<br>Lessons 1-4<br><br>Lesson 1: Slides 7-9; Lesson 2:<br>Slides 3-8; Lesson 3: Slides 3-9;<br>Lesson 4: Slides 3-7 | 2                   | Introduces middle C, C, D, E,<br>F, and G in treble and bass<br>clef.  |
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb               | Quaver Keyboards 8th grade<br><br>Lesson 5: Slides 2-8   | 2                   | C, F, and G chords   |
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb               | Quaver Keyboards 8th grade<br><br>Lesson 6: Slides 3-8 (single part/2<br>parts)  | 1                   | C, F, and G chords with<br>melodies<br><br>Slides 9-10 (3- and 4-part<br>with more complex rhythms)  |
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb<br>MU:Cr3B.6a | Quaver Keyboards 8th grade<br><br>Lesson 7: Slides 3-4   | 1                   | Choose a solo or duet piece<br><br>Lessons 8 and 9 have the<br>same options for solo, duet,<br>trio, and/or ensemble.<br><br>Includes a critical thinking<br>question. |
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb<br>MU:Cr3B.6a | Quaver Keyboards 8th grade<br><br>Practice and Dress Rehearsal   | 1                   | Slides 8 and 9 include tips for<br>maximizing practice time and<br>a critical thinking question.   |
| MU:Pr5A.6a<br>MU:Cr3A.6aa<br>MUCr3A.6bb<br>MU:Cr3B.6a | Quaver Keyboards 8th grade<br><br>Lesson 10: Slides 8-9<br><br>Perform   | 1                   | Slides 8 and 9 include<br>feedback and a critical<br>thinking question.  |

## Topic 3: Ukulele

| Standard                  | Description   | Suggested # of Days | Teacher Notes  |
|---------------------------|---|---------------------|--|
| MU:Pr5A.6a                | Quaver 7th Grade/Ukulele/Lesson 31: Overview/Introduction to Ukulele (Holding, Strumming, Parts, Tuning, History)                               | 1-2                 | <p>Quaver Lessons, Hal Leonard Ukulele for Kids Book, YouTube (Justin Guitar)</p> <p><a href="https://www.justinguitar.com/guitar-lessons/ukulele-quick-easy-4-chords-many-songs-uk-001">https://www.justinguitar.com/guitar-lessons/ukulele-quick-easy-4-chords-many-songs-uk-001</a></p> <p><a href="https://www.youtube.com/watch?v=7Qh2JQwkhjk">https://www.youtube.com/watch?v=7Qh2JQwkhjk</a></p> <p>Quaver Video in Lesson 31: Intro</p> <p>Quaver Video in Lesson 31: History</p> <p>Quaver Video in Lesson 32: Parts and Tuning</p> |
| MU:Pr5A.6a<br>MU:Cr3A.6aa | <p>Quaver 7th Grade/Ukulele/Lesson 35, 36, &amp; 37: Learning Chords C, F, G7</p> <p>Hal Leonard Ukulele for Kids Book: Add G and Am chords</p> | 3-4                 | Quaver Lesson, Hal Leonard Ukulele for Kids Book, YouTube Playalongs   |
| MU:Pr5A.6a<br>MU:Cr3A.6aa | Application of Chords Learned   | 1-2                 | YouTube Playalongs   |



## Topic 4: Singing

| Standard   | Description  | Suggested # of Days | Teacher Notes  |
|------------|--|---------------------|--|
| MU:Pr4C.6a | Posture, Vowels, Breathing/Voice Projection. (sit up > breath in > sing out) | 1-2                 | -Intro to sitting and standing posture.<br>-Different vowels create different tones.<br>-How you breathe dictates what and how you project your sound. |
| MU:Pr4B.6b | Parts of the music score   | 1-2                 | -Dissecting a typical music score for middle school choir.   |
| MU:Pr4C.6a | Performance Etiquette (On & Off Stage)                                       | 1-2                 | -Expectations for the performing ensemble member and the audience member.  |

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will use the skills of rhythm and pitch to create a cell phone ringtone (in Quaver 7th Grade/Music, Media, and Technology/Lessons 25-30). Quaver 6th grade FUN-damentals lessons 2 and 3, 7th grade Ukulele lessons 35 and 36, and 8th grade Keyboard lessons 5 and 6 will help develop and apply these skills.

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.