

Sixth Grade Music Curriculum 2022

Pacing Guide	Standard Code & Indicator	Learning Activities	Assessment	Additional Standards
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<p>August - October</p> <p>Unit 1 Marking Period 1</p>	<p>1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>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).</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p>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.</p> <p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and</p>	<p>Unit 1- Music Genres</p> <p>Activities:</p> <ul style="list-style-type: none"> Classify many different genres of music by participating in a variety of activities. Discuss the history of different music genres. Listening Assignments. Elements of music covered will include timbre, texture and form. Analysis of music will include connection to purpose and context of each. Critical listening and analysis. Create a personal playlist relating to summer activities. Students must research and find music in multiple genres to create a playlist with a theme. They will explore why understanding the elements of music will inform their choices of what music they enjoy listening to. <p>Instructional Resources: Teacher created</p> <p>Student Technology: Google Classroom QR code reader</p> <p>Teacher Technology: Smart Board</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Student participation teacher observation Genre activities <p>Summative Assessments: Personal playlist project.</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Art: 1.5.5.Re7a: Speculate about music artistic processes.</p> <p>Technology Standard: 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a music.</p>
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<p>Unit 2 Marking Period 2</p>	<p>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.</p> <p>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.</p> <p>1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p> <p>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.</p> <p>1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic,</p>	<p>Unit 2 - Performance Unit</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Drumming- Perform music in a drumming ensemble. Different techniques will be explored as well as how to read music for this genre. Traditional and exploratory notation will be introduced. ● Final Project - Individual students will compose and create their own phrase using drumming techniques. ● Perform in a drumming ensemble for a video performance. Songs will include a variety of contrasting styles and also include an original class composition. <p>Instructional Resources: Teacher Created</p> <p>Student Technology: Google Classroom</p> <p>Teacher Technology: ActivPanel</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Do Now Listening Assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance assessment- Rubric will be provided <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE: 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities</p> <p>Technology Standard: 8.2.8.ITH.1 Explain how societal needs and wants influence the development and function of a music.</p>
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<p>Unit 3 Marking Period 3</p>	<p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Music Technology</p> <p>1.3E.12prof.Cr1a: Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.</p> <p>1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.</p> <p>1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.</p> <p>1.3E.12prof.Pr6a: Using digital</p>	<p>Unit 3 - Music Technology</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Students create various compositions using different types of music technology such as band lab. ● Listen to loops and find appropriate sounds based on the composition. ● Create, share, listen, and evaluate music technology projects as a class, editing drafts after feedback is given. ● Explore various song creating websites using digital tools and resources. ● Use Chrome Music Lab to create chords and compose an accompaniment to an original melody. ● Students will learn through music technology how a background part can be created. ● Use an app called Incredibox to create original musical compositions in the beatbox genre. <p>Instructional Resources: Teacher created</p> <p>Student Technology: Google Classroom Band Lab for Education Chrome Music Lab</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Do Now listening assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Group project presentation <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Career Readiness: 9.1.8.FP.4: Analyze how familial and cultural values influence music.</p> <p>Technology Standard: 8.2.8.ITH.1 Explain how societal needs and wants influence the development and function of a music.</p>
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<p>Unit 4 Marking Period 4</p>	<p>1.3A.8.Cr1a: 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, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Cr2a: 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.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>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</p>	<p>Unit 4- Composing</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Do Now Listening Assignments. Elements of music covered will include melody and harmony Analysis of music will include connection to purpose and context of each. Critical listening and analysis. ● Perform improvised melodies on various pitched instruments. ● Compose melodies using various techniques, such as random selection. ● Evaluate melodies as a class and refine and improve their melodies by incorporating the different elements of music. ● Perform melodies created in class on various pitched instruments. ● Use Chrome Music Lab to create chords and compose an accompaniment to an original melody. Students will learn through music technology how a background part can be created. ● Use an app called Incredibox to create original musical compositions in the beatbox genre. <p>Instructional Resources: Teacher created</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Do Now listening assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Composition project ● Chrome Music Lab composition <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Art: 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in music making.</p> <p>Technology Standard: 8.2.8.ITH.1 Explain how societal needs and wants influence the development and function of a music.</p>
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Alternate Assessments: Performance assessment, different music genres and performances

21st Century Standards: 9.2.8.B.3, 9.2.8.B.4

21st Century Skills: Creativity, Productivity, Social Skills

Career Ready Practices: CRP 1, CRP 2, CRP 6 & CRP 9