6th Grade General Music Curriculum Map

6th grade General Music is taught in a 9 week rotation and is divided into three 3 week units.

1st 3 weeks of the 9 week period.

Unit of Study: Assessing Music and Music Performances

Critical Content:

MU.6.6 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music. Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They experience and describe live musical performances.

MU.6.6.1 - Describe musical elements including tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements may convey an expressive mood.

MU.6.6.2 - Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

MU.6.6.3 - Recognize, discuss, and write about works of representative historic and contemporary composers.

MU.6.7 2007 - RESPONDING TO MUSIC: Evaluating music and music performances. Students establish and apply criteria for listening to and performing music.

Important Content:

MU.6.6.4 - Attend and describe live musical experiences.

MU.6.6.5 - Include descriptions of musical experiences in a portfolio.

Academic Vocabulary: analyze, critique, form, timbre, quality, engineer, tonality, style/genre.

2nd 3 weeks of the 9 week period.

Unit of Study: Music History – Baroque, Classical, and Romantic

Critical Content:

MU.6.8 - RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts. Students explore specific interdisciplinary connections and express them through various means. They recognize how music activities connect to life skills needed in many contexts.

MU.6.8.1 - Use various means to explore interdisciplinary connections of a concept such as creativity:
- Mapping possible connections
- Investigating a compositional technique such as John Cage's creative use of "prepared piano" and discovering cross-disciplinary associations
- Responding to a writing prompt such as, "How is the creative process in music similar to that in other disciplines such as science, literature, or art?"
MU.6.8.2 - Compare compositional techniques in music and other disciplines, such as sequences in musical examples and simple tessellations in mathematics and art.

MU.6.8.3 - Integrate music into an interdisciplinary presentation of a specific topic.

MU.6.8.4 - Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

MU.6.9 - RESPONDING TO MUSIC: Understanding music in relation to history and culture. Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They research career opportunities in music related to contemporary culture.

MU.6.9.2 - Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky's "1812 Overture."

MU.6.9.3 - Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

**Important Content:**

MU.6.9.1 - Investigate past and contemporary uses of music to influence societal change such as the political context of "Yankee Doodle," or protest songs like "If I Had a Hammer" or "I Am Woman."

MU.6.9.4 - Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.

MU.6.9.5 - Research various career opportunities related to contemporary American music.

**Academic Vocabulary:** change, protest, related, interdisciplinary, tessellations, analysis, synthesis.

3rd 3 weeks of the 9 week period.

**Unit of Study: Beginning Music Theory / Composition**

**Critical Content:**

MU.6.1 - PERFORMING MUSIC: Singing alone and with others. Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing songs with independent parts, both a cappella and accompanied, and they follow the directions of a conductor.

MU.6.1.5 - Sing unison and part songs, partner songs, and rounds, a cappella and with varied accompaniment.

MU.6.1.6 - Follow the cues of a conductor.

MU.6.2 - PERFORMING MUSIC: Playing an instrument alone and with others. Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

MU.6.2.1 - Play melodic, rhythmic, and chordal patterns by rote and by reading.

MU.6.2.2 - Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.

MU.6.2.3 - Play I, IV, and V chord patterns independently or as part of an ensemble.
MU.6.2.4 - Play melodies and accompaniments of various styles and cultures independently or in ensembles.

MU.6.2.5 - Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics, independently or in ensembles.

MU.6.2.6 - Maintain an independent part on an instrument in a group while following the cues of a conductor.

MU.6.3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments. Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They invent short compositions independently and cooperatively.

MU.6.3.1 - Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.

MU.6.3.2 - Improvise a melody of a determined length to be sung or played with an existing ostinato.

MU.6.3.3 - Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

MU.6.3.4 - Independently and cooperatively improvise successive melodic phrases to create a song.

MU.6.3.5 - Improvise rhythmic and melodic phrases on a variety of instruments in response to the cues of a student or teacher conductor.

MU.6.4 - CREATING MUSIC: Composing and arranging music within specified guidelines. Students create, arrange, and perform instrumental and vocal compositions within established guidelines.

MU.6.4.2 - Compose melodies to be sung or played with a given ostinato or accompaniment.

MU.6.4.3 - Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.

MU.6.5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music. Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.

MU.6.5.1 - Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, 6/8, 3/8, alla breve, and asymmetrical meters.

MU.6.5.2 - Identify and notate rhythms and melodies from aural examples.

MU.6.5.3 - Read and perform songs from notation and sight read new songs from simple musical scores.

MU.6.5.5 - Apply the designated expressive markings when singing or playing music.

**Important Content:**

MU.6.4.1 - Plan and perform a rhythmic speech composition with text based on themes such as teams, cars, or places. Include performance indicators such as tempo, dynamics, and changes in vocal timbre.

MU.6.4.4 - Arrange a given short two-part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

MU.6.4.5 - Collaboratively create a short drama based on a folk tale or historical event incorporating student-generated lyrics, melodies, and instrumentation. Perform the completed work.

MU.6.5.4 - Read and perform in various major and minor keys.
Academic Vocabulary: literacy, rote, ostinato, composition, harmony, melody, rhythm, meter, key signature, time signature, pattern, sequence, tone, pitch.