



## **Grade 6 Music Curriculum**

*Last Updated February, 2021 by Shannon Sunday*

**Course Description:** Students will spend the entire year working on integrated units. Part of the year is spent connecting to science, one example is a unit on bird identification and how musical terms are important in research a bird's call and/or song. The remainder of the curriculum will pair up with social studies. Students will study the music of the various cultures examined in social studies and then explore those cultures' tradition' that influence popular music. The year will also be spent developing important listening and performing skills in both the Western and non-western traditions.

### ***Table of Contents***

<b><i>Unit #</i></b>	<b><i>Title</i></b>	<b><i># of Class Periods</i></b>
<u><a href="#">1</a></u>	<i>Integrating Science and Music</i>	15
<u><a href="#">2</a></u>	<i>World Music</i>	35

<b>Unit #/Title</b>	1/ Integrating Science and Music	<b>Time Frame</b>	11 Class Periods
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## Stage 1 - Identify Desired Results

### Standards

- 9.1.8** Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts:
- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
    - Principles; Music: • composition • form • genre • rhythm
  - B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - Music: • sing • compose and arrange
  - C.** Identify and use comprehensive vocabulary within each of the arts forms.
  - E.** Communicate a unifying theme or point of view through the production of works in the arts.
  - F.** Explain works of others within each art form through performance or exhibition.
  - G.** Analyze the effect of rehearsal and practice sessions.
  - K.** Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

### Big Ideas

- The arts connect to other disciplines, personal experiences, and daily life.

### Essential Questions

- What is the relationship between music and other disciplines?
- How does my artistic work connect to other subjects I study?

### Content

- Lyric writing utilizing rhyme
- Chorus vs. verse
- Rap vs. singing
- Rhythmic speaking
- Bird Call Identification
- Music vocabulary associated with ornithology

### Skills

- Interpret the relationship between music and other subjects
- Utilize musical knowledge to analyze and identify bird calls
- Compose and perform a rap
- Exhibit understanding of verse and chorus structure through lyric writing
- Write lyric couplets in rhyme

<b>Unit #/Title</b>	2/World Music	<b>Time Frame</b>	35 Class Periods
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## Stage 1 - Identify Desired Results

### Standards

#### 9.1.8 Production, Performance, and Exhibition

- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
  - Principles; Dance: • genre • improvisation • style • technique; Music: • form • genre • rhythm •
- B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. • Dance: • move • perform • Music: • sing • play an instrument • read and notate music
- C.** Identify and use comprehensive vocabulary within each of the arts forms.
- I.** Know where arts events, performances and exhibitions occur and how to gain admission.
- J.** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

#### 9.2. Historical and Cultural Contexts

- A.** Explain the historical, cultural and social context of an individual work in the arts.
- C.** Relate works in the arts to varying styles and genre and to the periods in which they were created
- D.** Analyze a work of art from its historical and cultural perspective.
- E.** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- F.** Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G.** Relate works in the arts to geographic regions: • Africa • Asia • Australia • Central America • Europe • North America • South America
- J.** Identify, explain and analyze historical and cultural differences as they relate to works in the arts
- K.** Identify, explain and analyze traditions as they relate to works in the arts
- L.** Identify, explain and analyze common themes, forms and techniques from works in the arts

#### 9.3.8 Critical Response

- A.** Recognize critical processes used in the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret
- B.** Know that works in the arts can be described by using the arts elements, principles and concepts
- C.** Know classification skills with materials and processes used to create works in the arts
- D.** Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- E.** Recognize and identify types of critical analysis in the arts and humanities.
- F.** Know how to recognize and identify similar and different characteristics among works in the arts

### Big Ideas

- Music expands understanding of the world, its people, and one's self.

### Essential Questions

- How do I react and judge the quality of unfamiliar music?
- What does music tell us about people and cultures?
- How does music help us define and grow as a community?
- What makes a piece of music interesting?

Content	Skills
<ul style="list-style-type: none"> <li>● Instrument classification and vocabulary in world music <ul style="list-style-type: none"> <li>○ Chordophone</li> <li>○ Idiophone</li> <li>○ Membranophone</li> <li>○ Aerophone</li> </ul> </li> <li>● Middle East: <ul style="list-style-type: none"> <li>○ Overview of the area</li> <li>○ Characteristics of the music</li> <li>○ Common Instruments <ul style="list-style-type: none"> <li>▪ Oud</li> <li>▪ Tabla</li> <li>▪ Quanon</li> <li>▪ Darbukka</li> </ul> </li> <li>○ Current Artists</li> </ul> </li> <li>● Europe <ul style="list-style-type: none"> <li>○ Overview of the area</li> <li>○ Characteristics of the music</li> <li>○ Specific Styles <ul style="list-style-type: none"> <li>▪ Flamenco</li> <li>▪ Celtci</li> <li>▪ Types of Singing</li> </ul> </li> <li>○ Common Instruments <ul style="list-style-type: none"> <li>▪ Fiddle</li> <li>▪ Bagpipe</li> <li>▪ Accordion</li> <li>▪ Alphorn</li> </ul> </li> <li>○ Current Artists</li> </ul> </li> <li>● Asia/Pacifica: <ul style="list-style-type: none"> <li>○ Overview of the area</li> <li>○ Characteristics of the music</li> <li>○ Australia <ul style="list-style-type: none"> <li>▪ Didgeridoo</li> </ul> </li> <li>○ India <ul style="list-style-type: none"> <li>▪ Sitar</li> </ul> </li> <li>○ Japan <ul style="list-style-type: none"> <li>▪ Koto</li> <li>▪ Shamisen</li> <li>▪ Shakuhachi</li> </ul> </li> <li>○ Indonesia <ul style="list-style-type: none"> <li>▪ Gamelan</li> </ul> </li> <li>○ Current Artists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Compare the role of music between cultures</li> <li>● Classify instruments based on world music classification</li> <li>● Listen to music from various cultures</li> <li>● Acquire musical vocabulary that pertains to different cultures</li> <li>● Distinguish different styles of music through written descriptions and through listening.</li> <li>● Demonstrate an understanding of the role of music in various cultures</li> <li>● Compare and contrast music of different cultures</li> <li>● Identify world instruments from various cultures</li> <li>● Perform various identifying rhythms found in different cultures</li> </ul>