

# Grade 6

# General Music

**Prepared by:**

Loreto Georghiou

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

June 21, 2022

Born on **June 21, 2022**

## Grade 6 General Music

### Course Description:

Grade 6 General Music will implement the students' knowledge base and skill levels developed in Elementary General Music (Chorus) 3-5. This course is designed to help students to continue building an understanding of musical notation, singing technique and choral performance practice. Students will participate in a variety of in-class and out-of-class learning experiences designed to develop musical knowledge, appreciation and respect for different musical cultures and styles, and an ability to incorporate this learning into public performances.

### Course Sequence:

Unit 1: *Basics of Rhythm and Intonation*: 8 weeks

Unit 2: *Winter Concert Performance Practice*: 8 weeks

Unit 3: *Basics of Rhythm and Intonation II*: 8 weeks

Unit 4: *Promotion Ceremony Performance*: 8 weeks

Unit 5: *Unique Performance Experiences*: 8 weeks

### Prerequisite:

Theatre Music 3-5

**Unit 1 - Overview****Content Area:** Music**Unit Title:** Basics of Rhythm and Intonation-Unit 1**Grade Level:** 6

**Core Ideas:** In this unit, students will demonstrate an understanding of the elements and principles that govern the creation of music/chorus and through the contribution of music in history. Students use their developing knowledge of musical notation to learn repertoire, presented at their winter concert performance. Students will focus on terminology relating to chorus and music. Warm-up exercise routines will be established that allow for enhanced student focus and engagement, weekly rehearsals will systematically break down songs into smaller, learnable segments. All students will analyze works of music, including their performance.

**Unit 1 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

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.
1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

**Career Readiness, Life Literacies, and Key Skills**

9.1.8.PB.5 Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**Technology Literacy (9.4)/Computer Science and Design Thinking**

8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

LGBT	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Ex: Female performers, such as Ella Fitzgerald, faced unique professional challenges due to the gender norms of their time period.
------	--

**Interdisciplinary Connection**

RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
---------	---

**Unit Essential Question(s):**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do body stretches and vocal warm-ups help to prepare us for rehearsal?
- How does music influence culture and history? Vice versa?

**Unit Enduring Understandings:**

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- A body and mind that are warmed up will help the singer to focus and feel ready to learn, leading to more productive rehearsals.
- Music has played a significant role in history; music is influenced by the events surrounding any time period.

**Evidence of Learning****Formative Assessments:** Classroom performance, class discussion, self-critiques, exit ticket**Summative/Benchmark Assessment(s):** Lyric quizzes, classroom performance.**Alternative Assessments:** One-on-one discussion or performance**Resources/Materials:**

QuaverMusic Online Resources

**Key Vocabulary:**

Classroom piano, classroom instruments SmartBoard, computer, iPads, Chromebooks Concert sheet music	Head voice, chest voice, choral score. soprano, alto, tenor, bass, sharp, flat, muscle memory.
---	---

### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearsal Procedures in a Choral Classroom	Rehearsal with Teacher-Led Discussion	1 Class Period
2	Identifying Key Rhythms in Repertoire	Rhythm Play-Alongs	2 Class Periods
3	The Story Behind the Lyrics, Historical Context, Composer Info	Video biographies, class discussion	1 Class Period
4	Strategies for Better Breathing	Breath control exercises	1 Class Period
5	Enunciation and Pronunciation	Tongue Twisters, Diction Exercises	1 Class Period
6	Qualities of an Engaging Performer	Video Critique, Student-Led Discussion	1 Class Period
7	Rehearsal Recording #1	Video Critique, Student-Led Discussion	1 Class Period

**Teacher Notes:** All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. All grade 6 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

**Additional Resources:** State of New Jersey Department of Education Website

### Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

**Unit 2 - Overview****Content Area:** Music**Unit Title:** Winter Concert Performance Practice-Unit 2**Grade Level:** Grade 6

**Core Ideas:** In this unit, students will continue learning concert repertoire, focusing on memorization and performance skills. Students will identify characteristics of great performers: desirable attributes regarding posture, expression and stage presence. Students will engage in comprehension of the music both as a text and musically. Students will continue demonstrating an understanding of the elements and principles that govern the creation of music/chorus and through the contribution of music in history. Students will present the culmination of their work at a winter concert performance.

**Unit 2 - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

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.
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

**Career Readiness, Life Literacies, and Key Skills**

9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

**Technology Literacy (9.4)/Computer Science and Design Thinking**

8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.
------------	--

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ. Ex: We have our personal musical preferences, but can find something to appreciate about a song.
-----	--

**Interdisciplinary Connection**

RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
--------	---

**Unit Essential Question(s):**

- What are the characteristics of an engaging performer?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

**Unit Enduring Understandings:**

- A personal understanding of the song text is always reflected in an engaging performance.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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

**Evidence of Learning****Formative Assessments:** Classroom performance, class discussion, self-critiques, exit ticket**Summative/Benchmark Assessment(s):** Song Lyrics Quizzes, concert performance, post-concert reflection**Alternative Assessments:** One-on-one discussion or performance**Resources/Materials:**

QuaverMusic Online Resources  
 Silver Burnett Making Music (Books and CDS)  
 Classroom piano, classroom instruments  
 SmartBoard, computer, iPads, Chromebooks  
 Concert sheet music

**Key Vocabulary:**

Upbeat, downbeat, stagger breathing, body language.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
1	Rehearsal Recording Critique #1	Personal reflection, class discussion	1 Class Period
2	Strategies for Successful Memorization	Guided repetition	2 Class Periods
3	Rehearsal Recording #2	In-class performance	1 Class Period
4	Rehearsal Recording Critique #2	Personal reflection, class discussion	1 Class Period
5	Entrances, Exits, Finishing Touches	Large group rehearsal	1 Class Period
6	Concert Performance	Performance in front of an audience	1 Class Period
7	Post-Concert Reflection	Personal reflection, class discussion	1 Class Period

**Teacher Notes:** All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. All grade 6 students will create, perform, and/or present chorally grade wide at the concert. All students will analyze works of music, including their performance.

**Additional Resources:** State of New Jersey Department of Education Website

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

**Unit 3 - Overview****Content Area:** Music**Unit Title:** Basics of Rhythm and Intonation II- Unit 3**Grade Level:** Grade 6

**Core Ideas:** In this unit, students use their developing knowledge of performance practice to select repertoire for the Promotion Ceremony performance. Class time will focus on identifying qualities of high-quality music, as well as developing songwriting techniques. Students will demonstrate an understanding of the elements and principles that govern songwriting, and learn about the use of these techniques through music history. All students will analyze works of music, identifying use of rhyme scheme, word association and storytelling technique.

**Unit 3 - Standards****Standards (Content and Technology):****CPI#:**                      **Statement:****Performance Expectations (NJSLs)**

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.
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.
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.
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.

**Career Readiness, Life Literacies, and Key Skills**

9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Technology Literacy (9.4)/Computer Science and Design Thinking**

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

Amistad	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds. Ex: Black choral composers, such as Moses Hogan, honor black history through spirituals.
---------	--

**Interdisciplinary Connection**

NJLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Unit Essential Question(s):**

- Where does musical inspiration for creation come from?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?

**Unit Enduring Understandings:**

- Inspiration can be internal & personal, expressed outwardly.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Evidence of Learning****Formative Assessments:** Classroom performance, class discussion, self-critiques, exit ticket**Summative/Benchmark Assessment(s):** Promotion Ceremony Suggestion Assignment, Rhyme Scheme Analyzation.**Alternative Assessments:** One-on-one discussion**Resources/Materials:**

QuaverMusic Online Resources  
 Classroom piano, classroom instruments  
 SmartBoard, computer, iPads, Chromebooks  
 Concert sheet music

**Key Vocabulary:**

Self identity, personal connection, empathy, outside perspective.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
1	Identifying Quality Musical Literature	Online research/class discussion	2 Class Periods
2	What is a Parody?	Performance analyzation, class discussion	1 Class Period
3	What is Rhyme Scheme?	Written analyzation worksheet, class discussion	2 Class Periods
4	Narrowing Down Song Choices	Guided listening exercises	2 Class Periods
5	Identifying Rhyme Scheme of Song Choice	Written analyzation worksheet, student-led discussion	1 Class Period

**Teacher Notes:** All grade 6 students will create and perform chorally at the Promotion Ceremony. All students will analyze works of music, including their performance.

**Additional Resources:** State of New Jersey Department of Education Website

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.



### Unit 4 - Overview

**Content Area:** Music

**Unit Title:** Promotion Ceremony Performance Practice- Unit 4

**Grade Level:** 6

**Core Ideas:** In this unit, students will continue analyzing, rewriting and performing their Promotion Ceremony Song, focusing on memorization and performance skills. Students will identify weaknesses or areas in need of improvement, establishing personal and group goals for success. Students will compare themselves versus established criteria and through teacher feedback. All students will demonstrate an understanding of the elements and principles that govern the creation of music/chorus. All students will analyze works of music, including their performance.

### Unit 4 - Standards

**Standards (Content and Technology):**

CPI#:	Statement:
-------	------------

**Performance Expectations (NJSL)**

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.
-------------	---

1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
-------------	--

**Career Readiness, Life Literacies, and Key Skills**

9.4.8.Cl.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
------------	---

9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
-------------	--

**Computer Science and Design Thinking**

8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
------------	--

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

SEL	Performing/Self-Management: In the process of preparing for performances, whether formal or informal, students are tasked with evaluating themselves and making refinements to showcase their best work. This process teaches and reinforces students' self-discipline, self-motivation, and goal-setting. Ex: Students guide their own rehearsals, focusing on areas of improvement.
-----	---

**Interdisciplinary Connection**

NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
------------	---

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
--------	---

**Unit Essential Question(s):**

- Why do we constructively critique performances?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do musicians make meaningful connections to creating, performing, and responding?

**Unit Enduring Understandings:**

- Feedback on performances makes us better performers.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

### Evidence of Learning

**Formative Assessments:** Classroom performance, class discussion, self-critiques, exit ticket

**Summative/Benchmark Assessment(s):** Song Lyrics Test, concert performance, post-concert reflection

**Alternative Assessments:** One-on-one discussion or performance

<b>Resources/Materials:</b> QuaverMusic Online Resources Classroom piano, classroom instruments SmartBoard, computer, iPads, Chromebooks Concert sheet music	<b>Key Vocabulary:</b> Reverberation, vocal quality, tall vowels vs. wide vowels, soft palate vs. hard palate.
--	--

### Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Rehearsal Recording Critique #1	Personal reflection, class discussion	1 Class Period
2	Strategies for Successful Memorization	Guided repetition	2 Class Periods
3	Sing Less, Listen More: Establishing Harmony & Balance	Guided listening exercises	2 Class Periods
4	Displaying Emotions in Performance	Partner pairing, self-reflection	1 Class Period
5	Memorized Performance	In-class performance	1 Class Period
6	Final Dress Rehearsal	Personal reflection, class discussion	1 Class Period

**Teacher Notes:**

All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. All Grade 6 students will create and perform chorally at the Promotion Ceremony.

**Additional Resources:** State of New Jersey Department of Education Website

### Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

**Unit 5 - Overview****Content Area:** Music**Unit Title:** Unique Performance Experiences- Unit 5**Grade Level:** 6

**Core Ideas:** In this unit, students will explore musical experiences outside of the school concert setting. Students will identify skills they have acquired and nurtured through their performances over the course of the year. This may include, but is not limited to, in-class performances, opportunities to attend live concert performances or participate in extracurricular choirs.

**Unit 5 - Standards****Standards (Content and Technology):****CPI#:**                      **Statement:****Performance Expectations (NJSL)**

1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
-------------	---

1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
-------------	--

1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
--------------	--

**Career Readiness, Life Literacies, and Key Skills**

9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
--------------	---

**Technology Literacy (9.4)/Computer Science and Design Thinking**

8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
------------	--

**Intercultural Statements (Amistad, Holocaust, LGBT, SEL)**

Holocaust	Writing music can help us to articulate joyous and challenging moments in our life. Ex: Students will reflect on stories shared by songwriters Olivia Rodrigo and James Taylor, identifying strategies for articulating thoughts into music.
-----------	--

**Interdisciplinary Connection**

RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
---------	---

**Unit Essential Question(s):**

- How can skills acquired in the music classroom be used in extracurricular music activities and other life experiences?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Unit Enduring Understandings:**

- Confidence, owning your mistakes and collaboration with others are skills you can carry into future classrooms and jobs.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Evidence of Learning****Formative Assessments:** Rhythm playalongs, class rehearsal**Summative/Benchmark Assessment(s):** Class performance, quiz**Alternative Assessments:** One-on-one discussion or performance**Resources/Materials:**

QuaverMusic Online Resources  
 Classroom piano, classroom instruments  
 SmartBoard, computer, iPads, Chromebooks  
 Concert sheet music

**Key Vocabulary:**

Personal strengths, personal goal vs. group goal, culmination, sightsinging.

**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
1	Entrances, Exits, Finishing Touches	Large group rehearsal	1 Class Period
2	Promotion Ceremony Performance	Performance in front of an audience	1 Class Period
3	Post-Concert Reflection	Class discussion, self-reflection	1 Class Period
4, 5	Group Performance	Video performance	2 Class Periods
6	Understanding Context	Class discussion, student-led group work	1 Class Period
7	Researching Further Information	Student-led research using teacher-provided databases	1 Class Period
8	Presentation of Research, Wrap-Up	Class presentation, class discussion.	1 Class Period

**Teacher Notes:** none.

**Additional Resources:** State of New Jersey Department of Education Website

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
Preferential seating, behavioral prompts, consult case managers.	Extended time, assign a buddy, modify work.	Leadership opportunities, added roles and responsibilities (solo's, introductions, etc.)	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.