

**6th Grade
General Music**

25. Know the language of the arts

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Determine meter through oral and written musical examples.	1a. Learn basic conducting patterns, conduct along with aural examples. 1b. Complete rhythm worksheets-add up the beats and determine the meter for each written example. 1c. Listen to a piece of music with multiple meter changes and map the changes on a chart.	1. Teacher observation. 1b. Graded worksheet. 1c. Graded worksheet.
2. Identify rhythmic patterns	2a. Participate in a drumming circle. 2b. Practice in small groups on various instruments.	2a. Teacher observation. 2b. Teacher observation.
Focal Point: Melody		
3. Demonstrate the knowledge of major and minor tonalities	3a. Play minor and major scales on a piano and have the students identify them. 3b. Play various pieces of music on a CD and have the students discuss the tonality of the music by describing the moods.	3a. Written examination (have them circle major/minor as they listen to each example). Do several pre-tests and a post-test. 3b. Drawings/Teacher observation
4. Label Intervals in a written melody	4. Write the intervals in a piece of music that has been sung in class.	4. Written assessment
Focal Point: Form		
5. Analyze the form of a simple music composition.	5. Complete music mapping worksheet for a variety of musical examples such as: "Appalachian Spring" and "Pachelbel's Canon" in groups.	5. Evaluation of written group work. Students will present their maps to the class and discuss the form.
6. Compare and contrast musical forms.	6. After analyzing the above pieces, students will compare and contrast those forms with other forms previously studied: Gregorian Chant, Concerto, Programmatic Music...by creating Venn diagrams.	6. Evaluation of written group work. Students will be graded on the accuracy of the diagram's content.
Focal Point: Expressive Qualities		
7. Translate common Italian tempos (andante, presto...), dynamics, and	7a. Give the students a list of the new terms. Group the terms into tempos, dynamics,	7a. Teacher observation

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<p>articulation markings into English</p>	<p>and articulations. Students will also be provided with a written piece of music which includes the terms. As the students listen to the music, they try to predict the meaning of the terms based on what they hear. Students will meet in groups afterwards to share their ideas and predictions. Finally, a class discussion will occur in which students will find out the correct definitions.</p> <p>7b. After the prediction activity, students will complete a worksheet with fill-in-the blank, matching, and multiple choice questions so that they can review the terms and their definitions.</p>	<p>7b. Written evaluation of student work.</p>
<p>8. Compare and contrast the use of expressive qualities in two performances of the same musical examples.</p>	<p>8. Listen to a middle school or high school band performance of a piece. Discuss as a class the expressive qualities that were observed. Then, listen to a professional recording of the same piece and have the student compare and contrast what they heard.</p>	<p>8. Teacher observation.</p>
<p>9. Analyze how artistic components are combined within a composition.</p>	<p>9a. Write in the daily journal: Give the students a list of the tempos, dynamics, and articulations. As students listen to a composition, they will journal as to how the tempos, dynamics, and articulations are combined and if commonalities exist. A class discussion will follow in which students will share their ideas.</p> <p>9b. Write in the daily journal. Repeat the above exercise for several days with a variety of compositions. Ask the students to compare and contrast their observations that were made over the several days. Write these observations in a brief essay.</p>	<p>9a. Teacher observation.</p> <p>9b. Written evaluation of the students' work.</p>

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<p>10. Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.</p>	<p>10. Divide the class into four groups. Give the students a list of the terms. Group the terms into tempos, dynamics, and articulations. Each group will also be provided with a numbered section of a simple written piece of music which includes the terms. As a group, they will write a prediction of what this section of the music will sound like. Once this is done, the groups will present their predictions to the class in the order that their section of the music will occur. Once all groups have presented, listen to the piece of music. Have the students evaluate their own predictions based on what they heard.</p>	<p>10. Teacher observation Written evaluation of the prediction sheet and post evaluation sheet.</p>
<p>Focal Point: Harmony</p>		
<p>11. Determine harmony in a given piece of music (aurally/visually)</p>	<p>11a. Listen to an aural example and dictate. 11b. Complete a simple score analysis of a vocal piece with piano accompaniment.</p>	<p>11. Written evaluation/quiz/journals</p>
<p>Focal Point: Texture</p>		
<p>12. Define texture in a given piece of music.</p>	<p>12a. Describe how the texture changes and how that affects the mood while listening to a piece of music,. 12b. Look at a simple band score and describe how the texture changes at key points.</p>	<p>12. Teacher observation Question/answers Class discussion Written work in worksheets and quizzes</p>
<p>Focal Point: Tone Color</p>		
<p>13. Describe basic sound production theory.</p>	<p>13a. Ask band/orchestra students to bring in their instruments and describe how they play the instruments. 13b. Introduce a variety of world music instruments to the class. Have them make predictions about how sound is produced on the instruments. If possible, play the instruments based on their predictions until the proper sound is produced.</p>	<p>13. Teacher observation Written worksheets Daily journals</p>

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	13c. Complete worksheets about the sound production for the families of instruments	
14. Identify instrument families and solo instruments.	14. Listen to musical examples and discuss to which families the instruments belong.	14. Student discussion Teacher observation.
Focal Point: Texture		
15. Determine Harmony in a given oral example.	15. Listen to a variety of musical examples. Determine the tonality of the music by describing the mood it portrays.	15. Student discussion. Teacher observation.

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25. Know the language of the arts

25B. Understand the similarities, distinctions, and connections in and among the arts.

Objectives	Sample Activities	Assessment
Focal Point: Texture		
1. Define texture in a given piece of music.	1. Listen to and view a ballet. Describe how the texture of the music changes and how that affects the style of dance.	1. Teacher observation Question/answers Class discussion Written work in worksheets and quizzes
Focal Point: History/Culture		
2. Compare and contrast two works of art that share similar themes or subject matter examining artistic components.	2. Read a selection from Shakespeare's "A Midsummer Night's Dream". Then, listen to Mendelssohn's "A Midsummer Night's Dream". Compare and contrast the artistic elements used in each art form.	2. Written response. Teacher observation. Class discussion.

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26. Through creating and performing, understand how works of art are produced.

26 A. Understand processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
Focal Point: Melody		
1. Sight-read melodies	1a. Sight-read simple melodies in class 1b. Listen to a musical example and dictate what is heard.	1a. Teacher observation and evaluation 1b. Written assessment
Focal Point: History/Culture		
2. Explore technology used in music	2a. Explore 20 th Century musical styles through listening examples and videos. Discuss what new techniques and styles are possible because of technology. 2b. Compose a modern piece of music created by technology found in the home.	2a. Written evaluation 2a. Worksheets 2b. Written compositions
Focal Point: Texture		
3. Define texture in a given piece of music.	3a. Describe the technology used in an aural example of music. Discuss how the various technology devices affect the texture of the music. 3b. Compare and Contrast the textures of music created using technology and music created without technology.	3. Written evaluation Verbal observations through class discussions.
Focal Point: Expressive Qualities		
4. Perform a piece of music using appropriate expressive qualities.	4. Perform student compositions using appropriate expression, dynamics, and tempos.	4. Teacher evaluation of student performance. Student self-evaluation of performance.

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26. Through creating and performing, understand how works of art are produced.

26 B. Apply skills and knowledge necessary to create and perform in one or more of the arts

Objectives	Sample Activities	Assessment
Focal Point: Harmony		
1. Perform harmonies through simple part singing	1. Sing simple songs in parts.	1. Teacher observation
Focal Point: Tone Color		
2. Demonstrate basic vocal and or instrumental production techniques (breath support, posture, bowing...)	2a. Class recital. Ask band/orchestra students to bring in their instruments and play a short piece for the class. 2b. Perform simple melodies and rhythmic lines using classroom instruments	2. Teacher observation and evaluation Student self-evaluation Class evaluation
Focal Point: Texture		
3. Determine Harmony in a given oral example.	3a. Play simple accompaniment to well known folksongs or children's songs. 3b. Improvise simple harmonic lines to well known folksongs or children's songs.	3. Teacher observation Written evaluation

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27. Understand the role of the arts in civilizations past and present.

27 A. Analyze how the arts function in history, society, and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History		
1. Compare and contrast the contribution of individual musicians and composers on movements, trends, or periods	1. Select a composer from one of the major musical periods and research that composer. In the presentation, students must explain how that composer impacted the community. A visual aid will be included.	1. Teacher evaluation of presentation and visual aid.
Focal Point: Culture		
2. Compare and contrast how music functions in two different types of ceremonies	2. Watch a video presentation of ceremonies from a variety of cultures and regions. Discuss the presentation in groups and then write a brief essay, comparing and contrasting how the music functioned in the two ceremonies.	2. Evaluation of written work for content.
3. Categorize types of musicians with their music and music related products or performances	3a. Map the main characteristics, composers, historical events, and cultural identity of the times. 3b. Choose a time period and categorize the musicians from that time period. This will be presented on a poster, which visual clues to the musicians' products, performances, and main characteristics.	3. Teacher evaluation of student aural presentation and written material in the form of a poster.
4. Demonstrate good audience behavior and evaluate the behavior of self and others.	4. Attend an in-school performance. Demonstrate good audience behavior and then fill out a self-evaluation form. Students will also fill out an evaluation form for the audience in general or specifically for students around them.	4. Written evaluation by student.

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General Music**

27. Understand the role of the arts in civilizations past and present.

27 B. Understand how the arts shape and reflect history, society, and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History		
1. Give examples in which music is used to persuade and promote ideas.	1. Observe music found in TV ads, campaigns, and movies. Record these observations in a brief essay and explain why the music was used and the intent of the production creator.	1. Written evaluation of student work.
Focal Point: Culture		
2. Investigate how music reflects different cultures, times, and places	2a. Compare and contrast musical instruments, performances, uses, and themes from a variety of times and cultures. 2b. Research a specific type of music and illustrate the characteristics of this music in a poster. 2c. Map the development of musical instruments from Trinidad and Tobago in relation to major historical events from 1719 to the present. 2d. Relate world instruments to the culture from which they came.	2. Teacher observation 2b. Written evaluation of the poster. 2c. Class discussion
3. Evaluate how different musical forms express aspects of the same culture, time, or place	3. Compare and contrast musical instruments, performances, uses, and themes from a variety of times and cultures.	3. Teacher observation Written evaluation of student work