Clinton-Glen Gardner School District

Curriculum Management System

Music

Grade 6

June 2010

Board Approved: August 4, 2010

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Mr. Richard S. Katz, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Joan Muldoon, Supervisor of Special Services
Ms. Christine Maines, Assistant Principal

BOARD OF EDUCATION

Mr. Robert Pyle, President
Mrs. Cara Morris, Vice President
Mrs. Amanda DiRienz
Mrs. Marie Kisch
Mr. John Romagna

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Margaret Blickenderfer
                  Tom DiGiovanni
                  Laurie Ruch

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students' who:
- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

http://www.state.nj.us/education/cccs/2009/final.htm

NJ Core Curriculum Standards Summary
Music Performance

Standard #	Grade Level	Thread	Reference #
1.1		A (Dance)	
1.2		B (Music)	
1.3		C (Theater)	
		D (Visual Art)	

Example: 1.3.8.B.5 = Performance, Grade 8, Music, Improvisation

1.1 Creative Process & Musical Knowledge

    Reference #1 ear training & listening
                 #2 elements of music & theory
                 #3 written notation
                 #4 musical instrument families

1.3 Performance

    Reference #1 clap/sing/play musical notation
                 #2 appropriate style and expression
                 #3 form and patterns
                 #4 elements of music
                 #5 improvisation

1.2 History & Culture

    Reference #1 historical context
              #2 societal context
              #3 cultural context

Grade 6
General Music

Scope and Sequence

The Elements of Music	

Topic: Sound
I. World Instruments
   a. Classification
      i. Membranophone
      ii. Idiophone
      iii. Chordophone
      iv. Aerophone
II. The Elements of Music
   a. Sound
   b. Harmony
   c. Melody
   d. Rhythm
   e. Form
	Topic: Harmony/Melody
	III. Listening to, composing and identifying harmony and melody
	   a. Listening and identifying types of vocal harmony
	   b. Composing short melodies that show step, leap or repeat
	   c. Identifying elements of melody
	      i. Range
	      ii. Direction
	      iii. Movement

Topic: Rhythm
IV. Rhythm Performance
   a. Reading rhythms in 4/4 and 3/4 time
   b. Rhythmic dictation in 4/4 and 3/4 time
	Topic: Form
	V. Composing and identifying form
	   a. Identifying phrase and section
	   b. Identifying and composing forms AB, ABA and Rondo

Topic: Music Theory
VI. Reading Music
   a. Identifying music symbols
   b. Naming notes in Treble Clef
   c. Naming notes in Bass Clef
	Topic: Broadway Musicals
	VII. Listening and identifying the plot and music from specific Broadway musicals.
	   a. Identifying Musicals from A-Z through Scattergories game
	   b. Awareness of the plot of specific musicals
	   c. Identifying elements of music in specific songs from Broadway musicals.

Topic: Rate-a-Record
VIII. Critiquing a current popular song.
   a. Rating a song for its rhythm and beat, musical interest and use of lyrics.
	Topic: Keyboard
	IX. Learning the basic elements of the keyboard
	   a. Learning to play the group of 2 or 3 black keys
	   b. Learning to play and name the white keys

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6** **General Music**	Topic: Elements of Music- Sound
		Goal 1: The student will be able to identify world instruments by their phone classifications as well as identify the elements of music.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
2	1.1. Identifying the Elements of Music. (1.1.8.B.1, 1.1.8.B.2) 1.2. Identifying world instruments by phone classifications. (1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.2)	**Essential Questions:** What are the Elements of Music? How can you successfully place a world instrument in its phone classification? What is the difference in sound of the phone classifications? What characteristics assist you in successfully identifying an instrument? How can the sound of the music from a specific country help identify the instrument? **Conceptual Understandings:** Common recognizable musical forms often have characteristics related to specific to cultural traditions. Compositional techniques among music of differing styles and genres vary according to prescribed sets of rules. Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Identifying elements of music - Sound, Harmony, Melody, Rhythm, Form World Instrument Bingo- Listening and color coding world instruments by the following phone classifications: membranophone, idiophone, chordophone and aerophone Playing World Instrument Bingo World Instrument Baseball **Assessment Models:** Students will be expected to memorize the elements of music. Students will be asked to listen and classify world instrument by their phone classifications through World Instrument Bingo and listening quiz.

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6** **General Music**	**Topic:** Elements of Music- Sound	
		Goal 1: The student will be able to identify world instruments by their phone classifications as well as identify the elements of music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Additional Resources: World Instrument Bingo World Instrument Baseball

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6** **General Music**	**Topic:** Harmony/Melody
		Goal 2: The student will be able to compose and identify different harmonic structures and identify elements of melody.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	2.1. Listen to and identify types of vocal harmony. (1.1.8.B.1, 1.1.8.B.2) 2.2. Compose short melodies that show step, leap and repeat. (1.3.8.B.4) 2.3. Identify elements of melody such as range, direction and movement. (1.1.8.B.1, 1.1.8.B.2)	**Essential Questions:** How can I successfully identify vocal harmonies in this song? How can I successfully identify a melody by it's range, direction or movement? How can I successfully tell the difference between harmony and melody? How can I successfully compose a melody that shows step, leap or repeated notes? **Conceptual Understandings:** Common recognizable musical forms often have characteristics related to specific to cultural traditions. Compositional techniques among music of differing styles and genres vary according to prescribed sets of rules. Improvisation as a compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, _it must be of equal or better quality and at the same or higher cognitive levels_.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Listening and identifying vocal harmonies. Composing short melodies that show step, leap or repeated notes. Melody Bingo **Assessment Models:** Students will be expected to identify types of vocal harmonies in specific songs. Students will be expected to tell the difference between harmony and melody through oral identification. Students will be expected to compose a short melody on the keyboard showing steps, leaps or repeated notes. Students will be expected to identify a melody by listening for range, direction and movement through Melody Bingo and listening quiz.

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6 General Music**	**Topic: Harmony/Melody**	
		Goal 2: The student will be able to compose and identify different harmonic structures and identify elements of melody.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Additional Resources: Keyboards Harmony/melody CD Melody Bingo

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6 General Music**	**Topic: Rhythm**	
		Goal 3: The student will be able to read and write rhythms in 4/4 time and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
2	3.1. Read rhythms in 4/4 and 3/4 time. (1.3.8.B.1) 3.2. Write rhythms in 4/4 and 3/4 time. (1.3.8.B.1)	**Essential Questions:** How can you successfully read these rhythms? How can you successfully write these rhythms? **Conceptual Understandings:** Western, non-western and avant-garde notation systems have distinctly different characteristics.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Rhythm card drills Rhythmic dictation **Assessment Models:** Students will be expected to perform rhythms in 4/4 and 3/4 time through a rhythm card drill. Students will be expected to write rhythms in 4/4 time through rhythmic dictation. **Additional Resources:** Rhythm Cards Rock –N- Raps Rhythm tracks

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6 General Music**	**Topic: Form**	
		Goal 4: The student will be able to compose and identify phrase, section and form in music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
2	4.1. Identify and compose phrase and section. (1.3.8.B.4) 4.2. Identify and compose AB, ABA and Rondo forms. (1.3.8.B.4)	**Essential Questions:** Can you successfully identify a phrase in music? Can you successfully identify a section in music? Can you successfully identify the form in this song? Can you successfully compose AB, ABA and Rondo forms? **Conceptual Understandings:** Improvisation as a compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Composing and identifying phrases and sections in songs. Composing and identifying the form of a song. **Assessment Models:** Students will be asked to compose a phrase or musical sentence by using the black keys of the keyboard. Students will be asked to compose a section or musical paragraph by using the black keys of the keyboard. Students will be asked to compose and identify various forms by using the black keys of the keyboard. They will show similarities and differences by using the group of 2 black keys for A and the group of three black keys for B.

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6** **General Music**	**Topic: Form**
		Goal 4: The student will be able to compose and identify phrase, section and form in music.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

| | | | **Additional Resources:** Keyboards and keyboard packets |

	Curriculum Management System **Subject/Grade Level:** **Grade 6** **General Music**	**Topic:** Music Theory
Suggested days of Instruction		**Goal 5:** The student will be able to identify music symbols and name notes in both treble and bass clef.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
4	5.1. Identify music symbols. (1.3.8.B.3) 5.2. Learn the note names in Treble Clef. (1.3.8.B.1) 5.3. Learn the note names in Bass Clef. (1.3.8.B.1) 5.4. Compose a short melody in treble clef and play it on the keyboard. (1.3.8.B.4)	**Essential Questions:** How can you successfully identify this music symbol? How can you successfully read this note in Treble Clef? How can you successfully read this note in Bass Clef? How can you successfully play this treble clef song on the keyboard? How can you successfully compose a song in treble clef? **Conceptual Understandings:** Western, non-western and avant-garde notation systems have distinctly different characteristics. Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. Improvisation as a compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Create pictures using music symbols and label them. Singing the Treble Clef and Bass Clef song. Written and oral note naming activities. Reading treble clef songs on the keyboard. Composing a short melody in Treble Clef on the keyboard. **Assessment Models:** Students will be asked to: Recognize specific music symbols. Students will be asked to: Memorize the Treble Clef and Bass Clef songs and identify notes in Treble and Bass Clef through a written quiz. Read and play a short melody in treble clef on the keyboard.

	Curriculum Management System **Subject/Grade Level:** **Grade 6** **General Music**	**Topic:** Music Theory
		Goal 5: The student will be able to identify music symbols and name notes in both treble and bass clef.
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Additional Resources: Music Theory Pretest-Posttest Music Symbol Madness work sheet Music symbol puzzles Music Symbol Drill Cards Treble clef song Treble clef note and word cards Treble clef note stories Bass clef song Bass Clef note and word cards Keyboards and piano music

	Curriculum Management System **Subject/Grade Level:** **Grade 6** **General Music**	**Topic:** Music Listening
Suggested days of Instruction		**Goal 6:** The student will be able to listen and identify the plot and music from a Broadway Musical.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
7	6.1. Identify Musicals from A-Z through a Scattergory game. (1.1.8.C.1) 6.2. Identify the plots of specific Broadway musicals. (1.1.8.C.1) 6.3. Identify elements of music in specific songs from Broadway musicals. (1.1.8.C.2, 1.1.8.C.3)	**Essential Questions:** How can you successfully research and identify musicals from A-Z for the Scattergory game? How can you successfully identify a musical by its plot? How can you successfully identify a song from a Broadway musical through it's musical elements? **Conceptual Understandings:** Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history. Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop. Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Musical Scattergory Game Reading synopsis of Broadway musicals Listening and identifying elements of music to a Broadway song on a listening guide. **Assessment Models:** Students will be expected to complete a list from A-Z of Broadway, movie or school musicals for a Scattergory Contest. Students will be expected to identify a musical by its plot through a crossword puzzle quiz. Students will be expected to identify specific songs from a musical on a listening quiz. **Additional Resources:** Music Scattergory sheet Musical synopsis CDs of Broadway musicals

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6** **General Music**	**Topic:** Music Listening	
		Goal 6: The student will be able to listen and identify the plot and music from a Broadway Musical.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
			Musical crossword puzzle quiz

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 General Music	Topic: Rate a Record
		Goal 7: The student will be able to critique a current popular song.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	7.1. Rate a current popular song for its rhythm and beat, musical interest and use of lyric. (1.4.8.B.1)	**Essential Questions:** How can you successfully rate this song's rhythm and beat? How can you successfully rate this song's musical interest? How can you successfully rate this song's use of lyric? **Conceptual Understandings:** Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Rate a Record **Assessment Models:** Students will be expected to rate a song for its rhythm and beat, musical interest and use of lyrics using a number system backed up by musical reasons. **Additional Resources:** Rate a Record sheets Current songs

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: **Grade 6 General Music**	**Topic: Keyboard**	
		Goal 8: The student will be able to learn the basic elements of the keyboard.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
4	8.1. Learning to play the group of 2 and 3 black keys. (1.3.8.B.1) 8.2. Learning to play and name the white keys. (1.3.8.B.1) 8.3. Improvise melodies using the black keys and/or the white keys. (1.3.8.B.4)	**Essential Questions:** How can successfully find and play the group of 2 and 3 black keys? How can I successfully find, play and name the white keys? **Conceptual Understandings:** Western, non-western, and avant-garde notation systems have distinctly different characteristics. Improvisation as a compositional skill is largely dependent on foundational understanding of the elements of music and stylistic considerations for the genre and historical era.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels*.** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Learning Activities:** Playing the roll-up keyboards **Assessment Models:** Students will be expected to find and play the groups of 2 and 3 black keys through keyboard practice. Students will be expected to find, play and name the white keys through keyboard practice. **Additional Resources:** Roll-up keyboards Piano books or keyboard sheets