



VALWOOD

GO BEYOND

Sixth Grade Music Curriculum

6th Grade Music Overview

Course Description	Topics at a Glance
<p>Sixth graders meet once per week learning basic musicianship skills, which include, but are not limited to: note values, note names, rhythm, dynamic markings, Italian terms, composing and arranging music, Curwen hand signs, solfege, diction, correct singing posture, breathing, note matching, sight reading, recognizing instruments by sight and sound, the history of music, and lives of composers and musicians. Sixth grade will also focus on choral singing and proper singing technique. Students will learn good vocal production, phrasing and expression. Students will also learn about great composers and musicians throughout history, play instruments, learn to evaluate music and music performance and understand the relationship between music, the other arts and disciplines outside the arts. Students sing in a choral ensemble for Veteran’s Day.</p>	<ul style="list-style-type: none"> • Perform Music • Sight Sing Music • Sing Major and Minor Scales • Create Music • Improvise Music • Identify Patterns • Notate Music • Analyze Music • Critique Music • Describe Music
Assessments	Effective Components
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance task (planning, in-progress, final) • Critiques (group discussion, written reflection, in-progress) • Peer assessments • Self assessments • Non-CSAP Music Assessments 	<ul style="list-style-type: none"> • Actively engages and motivates students in the process of learning all grade level music concepts and skills while differentiating music instruction to meet wide range of student needs • Models accurate and artistic musical technique and demonstrates excellent rehearsal strategies through the selection of challenging, yet realistic literature • Provides opportunities for individual and multiple groupings of singers to perform in front of a live audience • Integrates music with other content areas with an emphasis on history, culture, literacy, and technology • Assesses all standards frequently and provides adequate feedback for improved performance quality • Collaborates effectively with colleagues in and outside of the music field

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.


Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music - Sixth Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles	
Grade Level Expectation Concepts and skills students master: 1. Perform using accurate production techniques	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform three-part vocal and/or instrumental rounds, using movement, and speech b. Watch the conductor and follow meter patterns, tempo, and dynamic changes c. Perform using correct posture, breathing, and diction	Inquiry Questions: 1. How does performance in an ensemble encourage teamwork? 2. How does correct posture, breathing, and diction affect a performance? 3. Why is it important for the performer to watch the conductor?
	Relevance and Application: 1. Concepts in mathematics, reading, and other contents can be taught through simple musical compositions. 2. Understanding similarities and differences between music prevalent in Colorado and other regions of the United States gives insight to Colorado history. 3. Demonstration of responsible personal and social behaviors in musical settings can be used to assess a fundamental understanding of societal norms in performance.
	Nature of Discipline: 1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music - Sixth Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles	
Grade Level Expectation Concepts and skills students master: 2. Perform a variety of rhythmic, melodic, and harmonic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform patterns that include do, re, mi, fa, sol, la, ti, high do, low sol, low la pitches and  rhythms b. Perform I-IV-V accompaniments in simple keys c. Perform melodic and rhythmic ostinati individually	Inquiry Questions: 1. How do changes in rhythm change a message in music? 2. How do accompaniments affect music?
	Relevance and Application: 1. Patterns in rhythm changes can be related to fractions in mathematics. 2. Music from various cultures, historical periods, genres, and styles vary in their use of melodic and rhythmic patterns. 3. Mass media uses melodic and rhythmic patterns to make music memorable to serve purposes such as selling a product (jingles); create easy auditory recall (theme songs for commercials, news casts, sitcoms, and film); and deliver a message (musical montage of patriotism). 4. Music software, electronic keyboards, and audio devices can be used to play accompaniments, ostinati, and a variety of rhythmic and melodic patterns.
	Nature of Discipline: 1. Musicianship is built upon pattern recognition.

Content Area: Music - Sixth Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools	
Grade Level Expectation Concepts and skills students master: 3. Perform extended melodies from the treble staff using traditional notation	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities b. Play and sing simple songs in major keys 	Inquiry Questions: <ol style="list-style-type: none"> 1. What knowledge is needed to read and perform music? 2. How is music like a language that helps people communicate?
	Relevance and Application: <ol style="list-style-type: none"> 1. Math songs, works songs, celebration songs, holiday songs, and patriotic songs can be used to teach a wide variety of content knowledge for easy recall of facts, sequence, and process. 2. Music software and audio devices can be used to isolate particular measures in songs to highlight unique qualities in pitch, rhythm, and expressive qualities.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Musical compositions often demonstrate the main idea of a message through the melody.

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Content Area: Music - Sixth Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind	
Grade Level Expectation Concepts and skills students master: 1. Improvise simple musical phrases	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Improvise completion of a given rhythmic or melodic phrase b. Improvise short phrases using the pitches of the diatonic scale 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does improvising music create a unique sound? 2. Is it easier to improvise with an instrument or with a voice? Give a rationale for the belief. 3. Why is improvisation important?
	Relevance and Application: <ol style="list-style-type: none"> 1. Application of select criteria builds the ability to judge the quality of improvisation. 2. Software and other tools of technology aid in improvising music. 3. Explanation of the importance of the mathematical pattern in a diatonic scale demonstrates the depth of understanding in how a diatonic scale is constructed.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Creating music is a form of self-expression.

Content Area: Music - Sixth Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding	
Grade Level Expectation Concepts and skills students master: 2. Notate simple musical selections	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Create 4- to 8-measures using known rhythms and pitches on a treble clef staff b. Follow prescribed criteria when notating 	Inquiry Questions: <ol style="list-style-type: none"> 1. How is writing music related to writing stories? 2. Why is knowing prescribed criteria important when writing music? 3. Do different cultures notate music differently?
	Relevance and Application: <ol style="list-style-type: none"> 1. Understanding the basic structural elements used to write short musical phrases provides a foundation to understanding the structural elements of more complex musical compositions. 2. Musical notation can be compared with notation of other disciplines (such as theatre stage directions, mathematical notation, vocal diction notation (IPA), dance notation) 3. Discussing the common criteria used to notate music in at least one historical era (classical, baroque, etc.) provides insight into key differences in varying styles and genres of music.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Musicians rely on knowing and understanding various notations and terms to write and create music.

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.




Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Content Area: Music - Sixth Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form	
Grade Level Expectation Concepts and skills students master: 1. Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Apply vocabulary for mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando in describing musical examples Demonstrate mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando using movement, voice, and instruments Explain the function of the top and bottom numbers of a time signature in duple and triple meter 	Inquiry Questions: <ol style="list-style-type: none"> When people listen to a piece of music, what are they listening for? Why are musical opposites important? Why do composers usually use a combination of dynamics in a piece of music instead of using just one?
	Relevance and Application: <ol style="list-style-type: none"> Identification of similarities and differences in ways mezzo piano/mezzo forte, andante/presto, and accelerando/ritardando are used in various cultures, historical pieces, genres, and styles allows a novice listener to build musical literacy. Understanding that most musical terms are Italian builds context for the source of contemporary, western music terminology. Musical vocabulary has a strong correlation to adverbs in literature. The ability to explain how duple and triple meters compare to the base ten mathematics pattern gives insight to the mathematical nature of music.
	Nature of Discipline: <ol style="list-style-type: none"> Music uses specific vocabulary and expressive elements.

Content Area: Music - Sixth Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 2. Identification of aural and visual notations of basic musical forms	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Aurally identify theme and Variations form Aurally identify interlude Visually identify and apply D.C. al Fine, D.S. al Coda 	Inquiry Questions: <ol style="list-style-type: none"> Why do composers rely on theme? What is the purpose of a theme or variation? Why are interludes important? What part of a song is usually the most catchy or most important?
	Relevance and Application: <ol style="list-style-type: none"> Music from various cultures, historical periods, genres, and styles have specific and identifiable themes and variations. Mass media uses identifiable themes and variations when determining theme songs for commercials, television shows, etc. Theme and variation are used throughout the arts and among many disciplines and vocations (such as visual art, dance, literature, interior design).
	Nature of Discipline: <ol style="list-style-type: none"> Musical compositions have a specific structure that is defined by the use of elements.

Content Area: Music - Sixth Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 3. Analyze vocal and instrumental examples	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Aurally and visually identify specific instruments of the band and orchestra b. Aurally identify music performed in two or more parts c. Aurally identify music from various periods in history	Inquiry Questions: 1. Why does each voice and instrument have its own timbre? 2. How have historical events influenced musical styles? 3. How has the impact of technology and mass media affected band and orchestral music? 4. How do different styles of music affect audience response?
	Relevance and Application: 1. Choices made in instrumentation reflect the composer's emotions, ideas, imagination, and cultural context. 2. Video and audio clips assist in isolating instruments in a band or orchestra to identify the instrument's unique sound. 3. Marketing companies make choices on music to use in marketing campaigns based on instrumentations that would appeal to their target audience. (Orchestral instrumentation sends a message of high quality, jazz instrumentation sends a sultry or moody message, and popular music appeals to a youthful audience.)
	Nature of Discipline: 1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Music - Sixth Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples	
Grade Level Expectation Concepts and skills students master: 4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify and use do, re, mi, fa, sol, la, ti, high do, low sol, and low la pitches (diatonic scale) Identify and use   and  Notate four-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher Aurally recognize IV chord in a I-IV-V pattern Aurally distinguish between major and minor tonalities 	Inquiry Questions: <ol style="list-style-type: none"> How will identifying melodic and rhythmic patterns improve individual and ensemble performance? What does harmony add to music? How does tonality affect the feeling of a piece of music? Why would a composer use both major and minor tonalities in a composition?
	Relevance and Application: <ol style="list-style-type: none"> Four-beat musical patterns gives insight to poetry patterns in literature, simple contemporary songs, and nursery rhymes. Music from various cultures, historical periods, genres, and styles can be compared based on the use of diatonic scale and four-beat rhythmic patterns. Mass media predominantly employs diatonic scales and four-beat rhythmic and melodic components because they are easily recognizable.
	Nature of Discipline: <ol style="list-style-type: none"> Music notation is a visual representation of organized sound and silence occurring in discernable patterns.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Content Area: Music - Sixth Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices	
Grade Level Expectation Concepts and skills students master: 1. Explain personal preferences for specific music	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use appropriate music terminology to explain preferences b. Describe and demonstrate characteristics of effective personal participation in ensembles c. Discriminate between musical and nonmusical factors in individual music preference	Inquiry Questions: 1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? 2. Why is it important to have a variety and diversity of musical styles available to society? 3. How are preferences better communicated when appropriate music terminology is used?
	Relevance and Application: 1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes. 2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor's cues and listening and adjusting to others.
	Nature of Discipline: 1. Experiences with a variety of musical styles develop an expanded range of personal preferences. 2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.

Content Area: Music - Sixth Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life	
Grade Level Expectation Concepts and skills students master: 2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Demonstrate respect for diverse local and regional opinions regarding music preferences b. Identify prominent Colorado styles and musicians c. Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles	Inquiry Questions: 1. What historical factors contributed to the development of a "western" style of American music? 2. Who are important past and present musicians of Colorado? 3. Where in Colorado are particular styles of music most prevalent? 4. Is any one kind of music better than any another?
	Relevance and Application: 1. Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly performed, and provides a comparison to other states in the West. 2. The Internet can be used to investigate the active presence of local or regional live music, identifying musicians' websites, performance venues, and ticket availability, which provides a more direct link to local and regional music trends and influences.
	Nature of Discipline: 1. Music represents diverse experiences, thoughts, and emotions, and is unique to each individual with regard to values and opinions. 2. Local and regional music groups of all kinds are meaningful sources of culture.