
Sixth Grade General Music

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Sixth Grade General Music

Prerequisite:

- Must be a Sixth Grade Student.

This class meets one day a week. Sixth Grade General Music students will continue to explore the elements and vocabulary of music. As a result of their studies, students will be able to perform on pitch and in rhythm, while using their voices and various classroom instruments.

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Year-at-a-glance

Subject: General Music	Grade Level: Sixth Grade	Date Completed: 3/11/2019
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1st Quarter

Topic	Resources	Standards
Students sing accurately with expression, technical accuracy, and with good breath control throughout their singing ranges alone and in small and large ensembles.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B National Standards: MU: Pr4.2.6a MU: Pr4.2.6b MU: Pr4.3.6a MU: Pr5.1.6a MU: Pr6.1.6a MU: Re8.1.6a

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<p>Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed and in two parts.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>State Standards: 9.1.5.A 9.1.5.B 9.1.5.D</p> <p>National Standards: MU: Pr4.2.6a MU: Pr4.2.6b MU: Pr4.2.6c MU: Pr4.3.6a MU: Pr5.1.6a MU: Pr6.1.6a MU: Re7.2.6b MU: Re8.1.6a</p>
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2nd Quarter

Topic	Resources	Standards
Students perform on at least one classroom instrument with expression and technical accuracy both independently and in small and large groups.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set Classroom Instruments	State Standards: 9.1.5.A 9.1.5.B 9.1.5.H 9.1.5.J National Standards: MU: Cr1.1.6a MU: Pr4.1.6a MU: Pr4.2.6a MU: Pr4.2.6b MU: Pr4.3.6a MU: Pr5.1.6a MU: Pr6.1.6a
Students demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B 9.1.5.H National Standards: MU: Cr2.1.6a MU: Pr4.2.6a MU: Pr4.2.6b MU: Pr4.3.6a MU: Re7.2.6a MU: Re8.1.6a

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Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.B 9.2.5.A 9.2.5.J National Standards: MU: Pr4.2.6c MU: Re7.2.6b MU: Re8.1.6a
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3rd Quarter

Topic	Resources	Standards
Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meter signatures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B National Standards: MU: Pr4.2.6b
Students identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B National Standards: MU: Pr4.2.6b MU: Pr4.3.6a
Students compare in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.2.5.A 9.2.5D 9.2.5.G 9.2.5.J 9.2.5.K National Standards: MU: Pr4.2.6c MU: Re7.2.6b MU: 8.1.6a

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4th Quarter

Topic	Resources	Standards
Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.J 9.1.5.K 9.2.5.D 9.2.5.E National Standards: MU: Pr4.2.6c MU: Re7.2.6b MU: Re9.1.6a
Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.D 9.3.5.A 9.3.5.D National Standards: MU: Cr3.1.6a MU: Re7.1.6a MU: Re8.1.6a MU: Re9.1.6a

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students sing accurately with expression, technical accuracy, and with good breath control throughout their singing ranges alone and in small and large ensembles.</p>	<p>Essential Knowledge/Skills: By understanding the basic mechanics involved in singing, students will increase their range and improve their sound production in an ensemble or classroom.</p> <p>Vocabulary: Choir Duet Sight-reading Unison</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance. MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. MU: Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU: Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. MU: Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent. MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed and in two parts.</p>	<p>Essential Knowledge/Skills: While each culture has unique music, there are similarities in the role of music in all cultures.</p> <p>Vocabulary: Call and Response Gospel Jazz Spirituals Freedom Songs</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>National Core Arts Standards: Music MU: Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance. MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics MU: Pr4.2.6c Identify how cultural and historical context inform performances. MU: Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU: Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform. MU: Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent. MU: Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students perform on at least one classroom instrument with expression and technical accuracy both independently and in small and large groups.</p>	<p>Essential Knowledge/Skills: Classroom instruments can be used as a means of communication to convey feelings.</p> <p>Vocabulary: Accompaniment Improvise Musical Expression Ostinato</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Observation</p>	<p>3 Days</p>
<p>PA Academic Standards: Music</p> <p>9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>National Core Arts Standards: Music</p> <p>MU: Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>MU: Pr4.2.6c Identify how cultural and historical context inform performances.</p> <p>MU: Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>MU: Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p>MU: Pr6.1.6a Perform the music with technical accuracy to convey the creator's intent.</p> <p>MU: Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance.</p>	<p>Essential Knowledge/Skills: The elements of music are used in creative ways to produce a varied amount of compositions.</p> <p>Vocabulary: Beat Dynamics Form Pitch Unity Variety</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.</p> <p>National Core Arts Standards: Music MU: Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU: Pr4.2.6a Explain how understanding the structure and the elements of music are used in music selected for performance. MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics MU: Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. MU: Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>	<p>Essential Knowledge/Skills: An understanding of the basic characteristics of music genres and cultures will allow students to be able to compare, contrast and identify the style and/or culture from which they evolved.</p> <p>Vocabulary: Blues Boogie-Woogie Disco Genre Reggae Salsa Style</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.5.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).</p> <p>National Core Arts Standards: Music MU: Pr4.2.6c Identify how cultural and historical context inform performances. MU: Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meter signatures.</p>	<p>Essential Knowledge/Skills: Music notation can be used to share rhythms and melodies.</p> <p>Vocabulary: Cut Time Dotted Note/Rest Eighth Note/Rest Half Note/Rest Meter Quarter Note/Rest Sixteenth Note/Rest Time Signature Whole Note/Rest</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p>				

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<p>Students identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<p>Essential Knowledge/Skills: An understanding of musical notation both previously learned and new, will assist the student in identifying those symbols in a song.</p> <p>Vocabulary: Accelerando Accent Crescendo Decrescendo Legato Ritardando Sforzando Staccato</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics MU: Pr4.3.6a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p>				

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<p>Students compare in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p>	<p>Essential Knowledge/Skills: Music of diverse cultures is used to symbolically represent events and celebrations within each culture.</p> <p>Vocabulary: Texture Theme</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.5D Analyze a work of art from its historical and cultural perspective. 9.2.5.G Relate works in the arts to geographic regions 9.2.5.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music). 9.2.5.K Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).</p> <p>National Core Arts Standards: Music MU: Pr4.2.6c Identify how cultural and historical context inform performances. MU: Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. MU: 8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p>				

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<p>Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p>	<p>Essential Knowledge/Skills: Having knowledge of the characteristics of styles and cultures, students will be able to identify them by listening to examples.</p> <p>Vocabulary: Acoustics Harmony Score</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p>	<p>3 Days</p>
<p>PA Academic Standards: Music 9.1.5.J Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. 9.1.5.K Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities. 9.2.5.D Analyze a work of art from its historical and cultural perspective. 9.2.5.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.6c Identify how cultural and historical context inform performances. MU: Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods. MU: Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p>	<p>Essential Knowledge/Skills: Based on musical knowledge from previous years, students can develop a descriptive musical vocabulary to justify their reasoning in determining the quality of a musical work performed.</p> <p>Vocabulary: Chord Color Contour Light Mellow Open Pure Quivery Rough Tempo Tight Timbre</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>4 Days</p>
<p>PA Academic Standards: Music 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. 9.3.5.A Identify critical processes in the examination of works in the arts and humanities. 9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p>National Core Arts Standards: Music MU: Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. MU: Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>				

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MU: Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
MU: Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.