

School District of Springfield Township

Course Name - General Music Grade Level 6

Unit Title - LISTENING TO AND ANALYZING MUSIC

Unit Length - 6 Weeks – One class per week

Lesson Title	# of days	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Intro to Listening to and analyzing music	1 (Wk.2)	<i>pitch, rhythm, harmony, tone color, tempo, mood, intervals, expression and dynamics, articulation, melody, intervals, syncopation</i>	Musical elements and vocabulary: High/low=pitch loud/soft=dynamics staccato/legato= articulation of melody steps/leaps=intervals thick/thin=harmony syncopation, fast/slow (tempo) and strong beat/not well-defined=rhythm	Effects of musical choices	Listen and apply vocabulary	-Listen to Grieg's "In The Hall of the Mountain King" -Identify and discuss pitch, rhythm, harmony, tone color, tempo and dynamics	Teacher observation of student participation	-Sound system -Recording of selection -SmartBoard	
Listening to and analyzing music	1 (Wk.3)	<i>pitch, rhythm, harmony, tone color, tempo, mood, intervals, expression and dynamics, articulation, melody, intervals, syncopation</i> <i>Musical styles- Romantic Era</i>	-Terminology -Orchestral instruments -Attributes of Romantic era	-Differences among orchestral instruments -Contributions of Romantic era	Listen and apply terminology to compare and contrast selections	-Compare and contrast musical elements in Mussorgsky's "Ballet of Chickens in Their Shells" and "Great Gate of Kiev". -Teacher will discuss musical historical period and relevant social events	-Teacher observation of student participation -Teacher-generated listening analysis sheet	-Sound system -Recording of selections -SmartBoard -Listening analysis sheet	Sheet includes student evaluation of selection by applying musical terms to justify opinion

Listening to and analyzing music	1 (Wk.4)	<i>pitch, rhythm, harmony, tone color, tempo, mood, intervals, expression and dynamics, articulation, melody, intervals, syncopation</i>	Attributes of Romantic Era	-Musical elements -Contributions of Romantic Era	Listen to and apply terminology	-Listen to “The William Tell Overture” after learning story and definition of “overture” and identify musical elements. -Teacher will discuss musical historical period and relevant social events.	-Teacher observation of student participation -Teacher-generated listening analysis sheet	-Sound system -Recording of selection -SmartBoard -Listening analysis sheet	Students will listen in groups of 2 and fill out sheet - include musical evaluation
Listening to and analyzing music	1 (Weeks 5 and 6)	<i>pitch, rhythm, harmony, tone color, tempo, mood, intervals, expression and dynamics, articulation, melody, intervals, syncopation, non-orchestral instruments</i>	Non-orchestral instruments	-Musical elements -Contributions of Contemporary Music Era	Listen to and apply terminology. Compare and contrast musical elements of pop songs and classical music	-Listen to pop selections, apply musical elements terminology and compare and contrast them with elements of classical music. - Determine how music expresses mood/message of lyrics	-Teacher observation of student participation -Teacher generated listening analysis sheet	-Sound system -Recording of selection -SmartBoard	Students will listen as a class and engage in class group discussion including evaluation of selections using terms to justify opinions
Listening to and analyzing music	1 (Week 7)	<i>pitch, rhythm, harmony, tone color, tempo, syncopation, and dynamics and chromatics</i>	Identify and recognize terminology: pitch, rhythm, harmony, tone color, tempo and dynamics and chromatics	-Musical elements -Contributions of Romantic Era	Listen to and apply terminology to the musical elements of the song	Listen to and analyze music elements and chromaticism in Rimsky-Korsakov’s “Flight of the Bumble Bee”	-Teacher observation of student participation -Teacher-generated listening analysis sheet	-Sound system -Recording of selection -SmartBoard	Students will listen in groups of 2 and fill out sheet

School District of Springfield Township

Course Name - General Music Grade Level 6

Unit Title - RHYTHM NOTATION

Unit Length – 7 Weeks (On-going)

Lesson Title	# of days	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Rhythm Notation Introduction	2	<i>rhythm notation, whole, half, dotted half, quarter, eighth, sixteenth notes and rests, 4/4 meter, time/meter signature duration</i>	Whole, half, dotted half, quarter, eighth, sixteenth notes and rests and the number of beats they get in 4/4 meter	Music is made up of sound and silence	-Count beats in measures, and add beats of notes to discover their relationship to each other -Apply knowledge of rhythm note duration to the relationship of the notes and rests to each other.	-Using Smartboard, students will examine and count beats of rhythm notes and rests. -Use rhythm note symbols as math and perform addition and subtraction	Teacher observation	-Smartboard -Teacher-generated worksheets -Music Ace software	
Time/Meter Signatures	1	<i>rhythm notation, whole, half, dotted half, quarter, eighth, sixteenth notes and rests, 4/4 meter, time/meter signature duration</i>	Whole, half, dotted half, quarter, eighth, sixteenth notes and rests and the number of beats they get in 4/4 meter	Top number of time signature is the number of beats per measure, and the bottom number indicates the type of rhythm note that gets 1 beat	Identify, recognize, and write the correct time signatures, and fill in beats/notes needed for examples in rhythm packet	Complete examples in rhythm packet	-Teacher observation -Teacher-generated rhythm packet	Teacher-generated rhythm packet	Ongoing until assessed

Rhythm Notation Writing	1	<i>whole, half, dotted half, quarter, eighth, sixteenth notes and rests, beats, 2/4, 3/4 and 4/4 meters</i>	Whole, half, dotted half, quarter, eighth, sixteenth notes and rests and the number of beats they get in 2/4, 3/4 and 4/4 meters		-Add and write rhythm notes and rests to calculate number of beats to draw in boxes of rhythm packet and solve problems on Smartboard -Apply knowledge of rhythm note duration to the relationship of the notes and rests to each other	Add and write rhythm notes and rests to calculate number of complete boxes of rhythm packet and solve problems on Smartboard	-Teacher observation -Assessment of teacher-generated rhythm packet	-Smartboard -Teacher-generated rhythm packet -Rhythm flash cards	Ongoing until assessed
Rhythm notation for keyboard and singing	1	<i>whole, half, dotted half, quarter, eighth, sixteenth notes and rests, beats, 2/4, 3/4 and 4/4 meters</i>	Whole, half, dotted half, quarter, eighth, sixteenth notes and rests and the number of beats they get in 2/4, 3/4 and 4/4 meters		-Apply knowledge of rhythm note and rest values and demonstrate through playing keyboard melodies and singing songs -Apply knowledge of rhythm note duration to the relationship of the notes and	Demonstrate knowledge by playing keyboard melodies and singing songs using the correct rhythm durations, rests, and maintaining a steady beat	-Teacher observation -Assessment of songs performed with rhythm accuracy while maintaining a steady beat	-Keyboards -Teacher-generated keyboard songs -Music books -Song sheets	Ongoing throughout the marking period and assessments

					rests to each other				
Rhythm Composition	1	<i>whole, half, dotted half, quarter, eighth, sixteenth notes and rests, beats, 3/4 and 4/4 meters</i>	Whole, half, dotted half, quarter, eighth, sixteenth notes and rests and the number of beats they get in 3/4 and 4/4 meters		-Demonstrate the knowledge of rhythm notes and rests by composing an 8 measure rhythm composition in 4/4 and 8 measures in 3/4 -Apply knowledge of rhythm note duration to the relationship of the notes and rests to each other	Demonstrate the knowledge by composing an 8 measure rhythm composition in 4/4 and 8 measures in 3/4 meters and perform 8 measures 4/4 on keyboards using percussion sounds	-Teacher observation -Assessment of composition on rhythm accuracy - Performance skills assessment in playing rhythms accurately with a steady beat	-Smartboard -Keyboards -Worksheets	Ongoing until assessed

School District of Springfield Township

Course Name - General Music Grade Level 6

Unit Title - TREBLE & BASS PITCH IDENTIFICATION AND NOTATION

Unit Length – 9 Weeks (On-going)

Lesson Title	# of days	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Treble Staff Pitch Identification	2	<i>Treble clef, staff, lines, spaces</i>	Mnemonic sayings for pitch identification of lines and spaces on treble staff	Pitches are notated on lines and spaces of the staff	-Recognize where on the treble staff the pitches are located -Identify them using mnemonic sayings	Using Smartboard and worksheets, students will identify the names of the pitches on the treble staff	Teacher observation	-Smartboard -Teacher-generated worksheets -Music Ace software - MusicTheory.net	Ongoing throughout the marking period
Treble Staff Pitch Identification and Recognition	3	<i>Treble, pitches, treble clef, staff, lines, spaces</i>	Pitches of treble staff to play them on the keyboards		-Recognize pitches Middle C to G on the treble staff -Locate and play them on the keyboards with the right hand	Students will play simple 5 note melodies with the right hand	-Teacher observation -Assessment on pitch and fingering accuracy	-Smartboard -Keyboards -Teacher-generated keyboard packet	Ongoing throughout the marking period
Bass Staff Pitch Identification	2	<i>Bass clef, staff, pitches, lines, spaces</i>	Mnemonic sayings for pitch identification of lines and spaces on bass staff	Pitches are notated on lines and spaces of the staff	-Recognize where on the bass staff the pitches are located -Identify them using sayings	Students will identify the names of the pitches on the bass staff Smartboard, keyboards, and teacher-generated keyboard packet	Teacher observation	-Smartboard -Teacher-generated worksheets -Music Ace - MusicTheory.net	Ongoing throughout the marking period
Bass staff Pitch	2	<i>Treble, bass, clef, staff,</i>	Pitches of bass staff				Teacher observation –	-Smartboard	Ongoing throughout

Identification and Recognition		<i>pitches, lines, spaces</i>			-Recognize pitches C to G on the bass staff -Locate and play them on the keyboards with the left hand	-Students will play simple 5 note melodies with the left hand	assessment on pitch and fingering accuracy	-Keyboards -Teacher-generated worksheet	marking period
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Treble and Bass staff Pitch Identification	2	<i>Treble, bass, clef, staff, pitches, lines, spaces</i>	Pitches in treble and bass		Recognize pitches and play with appropriate hands	-Differentiate pitches in treble from bass -Play simple melodies with alternating and two hands together		-Smartboard -Keyboard -Teacher-generated keyboard packet	Ongoing throughout the marking period
Melodic Contour and Pitch Direction	1	<i>Melodic contour, intervals - steps, skips, leaps, and repeated notes melody</i>	Melodic contour and intervals of steps, skips, leaps, and repeated notes in a melody	Pitch direction on the treble and bass staves and intervals	-Explain and determine intervals -Demonstrate by playing them on the keyboard and singing them	While playing simple songs on the keyboards, and singing melodies from the music books, demonstrate and explain the intervals and melodic contour	Teacher observation	-Smartboard -Keyboards -Music books -Worksheets	Ongoing throughout the marking period
C Chromatic Scale	2	<i>Accidentals- sharps and flats and natural symbols, half-steps,</i>	Accidentals –sharp, natural and flat symbols	A sharp raises a pitch by a half step, and a flat sign lowers a pitch by a half step	-Recognize and verbally identify the half step pitches in a C chromatic scale while	Verbally identify and demonstrate the half step pitches in a C chromatic scale while	Teacher observation – assessment on pitch and fingering accuracy	-Smartboard -Keyboards -Teacher-generated worksheet	Ongoing until assessed

		<i>chromatic intervals</i>			performing them, ascending (sharps) and descending (flats) on the keyboard	performing them, ascending (sharps) and descending (flats) on the keyboard			
C Major Scale	1	<i>Pitches, treble C Major scale, half and whole steps</i>	Pitches in treble clef of a C Major scale	Difference between the whole and half step pattern of a major scale vs. the half step pattern of a chromatic scale	Recognize and verbally identify the pitches in a C Major scale while performing them on the keyboard	Verbally identify and demonstrate the pitches of a C Major scale while performing them on the keyboard	Teacher observation – assessment on pitch and fingering accuracy	-Smartboard -Keyboards -Teacher-generated worksheet	Ongoing until assessed

School District of Springfield Township

Course Name - General Music Grade Level 6

Unit Title - Keyboard/Synthesizer Skills

Unit Length - 9 weeks

Lesson Title	# of days	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Keyboard function Identification	2	<i>pitch, rhythms, keyboard synthesizer</i>	Names of keyboard notes, sounds and rhythms and location on the keyboard	-Pitch direction and register -Rhythm and song functions on the keyboards	Play the different sounds and rhythms on the keyboards	Select different instrument sounds and rhythms using the variety of buttons on the keyboard.	Teacher observation	-Keyboards -Teacher-generated worksheets	
Treble – right hand exercises	3	<i>pitch, treble, staff</i>	Notes: middle C to G on keyboard and treble staff		-Perform simple exercises/melodies for right hand -Recognize the notes on lines and spaces of treble clef staff	Practice right hand exercises and melodies on the keyboard	Teacher observation: Demonstrate understanding by applying pitch and fingering accuracy	-Keyboards -Teacher-generated worksheets -Keyboard packet	On-going throughout marking period
Bass - left hand exercises	3	<i>bass clef, octave, Middle C Staff</i>	Notes C (octave below Middle C) to G on keyboard and bass clef		-Perform simple exercises/melodies for left hand -Recognize the notes on lines and spaces of bass clef staff	Practice left hand exercises and melodies on the keyboard	Teacher observation: Demonstrate understanding by applying pitch and fingering accuracy	-Keyboards -Teacher-generated worksheets -Keyboard packet	On-going throughout marking period

Keyboard performance skills	On-going further skills	<i>treble, bass, staff/staves</i>			-Perform simple folk/classical/pop melodies using separate and alternating hands and hands together -Recognize the notes on lines and spaces of treble & bass clef	Practice and perform simple folk/classical/pop melodies using separate and alternating hands and hands together	Teacher observation: Demonstrate understanding by applying pitch and fingering accuracy	-Keyboards, -Teacher-generated worksheets and songs	On-going throughout marking period
Rhythm Compositions for keyboard	2-3	<i>rhythm note values, duration, measures, time/meter signature</i>	Rhythm note values		-Read the rhythms and perform them on the keyboards -Organize and create rhythm note patterns in 8 measures in 4/4 meter	Read and practice the rhythms and perform them on the keyboards using percussion sounds	Teacher observation: Demonstrate understanding of basic rhythm notation by reading and playing accurate rhythms while maintaining a steady beat	-Keyboards -Pencils, paper for composition	6 Days to compose and perform rhythm composition
C Chromatic Scale	3-6	<i>Accidentals-sharps and flats half and whole steps, scales, ascending & descending, chromatic</i>	Accidentals (sharps and flats)	A sharp raises a pitch by a half step and a flat sign lowers a pitch by a half step	Recognize and verbally identify the half step pitches in a C chromatic scale while performing them, ascending (sharps) and descending (flats) on the keyboard	Identify sharps and flats and half step intervals	Perform a C chromatic scale using pitch and fingering accuracy	-Keyboards -Worksheet	Ongoing through end of assessment
C Major Scale	2-6	<i>Whole & half step intervals, C major scale</i>	Whole and half steps in C major scale		Identify and play C major scale on keyboard, ascending and descending	Identify and play whole and half steps in a C major scale	Perform a C chromatic scale using pitch and fingering accuracy	-Keyboards -Worksheet	Ongoing until assessed

School District of Springfield Township

Course Name - General Music Grade Level 6

Unit Title – SINGING SKILLS Unit Length – 7 Weeks (On-going) - 2 Classes/week

***The Lesson Titles are the structure for each singing class – start with breathing and warm-up exercises; Identify pitch, rhythm, meter, melodic contour and dynamics, unison and/or harmony; discuss story/historical-social significance; sing the song by reading and rote**

Lesson Title	# of days	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Breathing techniques and vocal warmups	7 -10 min.	<i>air, breath control, posture inhale, exhale, breathy/non-breathy voice quality, Support resonance, articulation</i>	How breathing and vocal exercises effect the voice	The breathing exercises give more energy and power to the voice, and the exercises help to develop vocal skills	Practice the breathing and vocal exercises to develop singing skills	Students will learn and practice a variety of breathing exercises led by the teacher to strengthen their voices	Teacher observation	Heliosphere -piano -foam balls	Ongoing until assessed
Musical Elements in Song	7 min.	<i>pitch, rhythm, meter, melodic contour and dynamics, unison and harmony</i>	Basic elements of pitch, rhythm, meter, melodic contour and dynamics	These elements musically express the mood/message of the song	Identify and describe the elements of pitch, rhythm, meter, melodic contour, unison/harmony, and dynamics	Teacher will introduce the song and ask students to read and identify the musical elements in it	Teacher observation	-Song sheet or Music and You – Grades 5 and 6 MacMillan Textbooks	Students will sing music representing various genres/styles and
Examine lyrical meaning/historical-social significance, and style of the song	5 -7 min.	<i>lyrics, analyze meaning, historical events, expression,</i>	How lyrics reveal the meaning or historical significance	Relationship to and influence of historical/social event song in order to sing with	Examine the influence of historical or social events on the song to perform with	Teacher will lead class discussion of the style, meaning, and historical/social impact on the	Teacher observation	-Song sheet -octavo or Music and You – Grades 5 and 6	Songs based on other music unit plan concepts being learned

Practice and sing the song	5-7 min.	<i>musical style, tone, air, support, articulation, vowel shape</i>	How the voice works and basic musical concepts to sing a variety of songs of various music styles/genres	appropriate expression	appropriate expression -Apply knowledge of the musical elements and practice singing the song with pitch, rhythm, breathing, dynamic accuracy, and appropriate expression; - Demonstrate ability to follow vocal music and sing in unison and/or 2 part harmony	song Students will sing, and teacher will accompany on piano or use accompaniment track on computer	Teacher observation	<u>MacMillan Textbooks</u> -Piano, -teacher-generated song sheet or <u>Music and You – Grades 5 and 6 MacMillan Textbooks</u>	Singing rubric
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Note: A "lesson" may span one or more days; it is a portion of the unit's progress CH Rohrbach, Director of Curriculum and Staff Development 10.7.11