

# **Grade 6 Music Curriculum Maps**

**[Unit of Study: Form, Theory, and Composition](#)**

**[Unit of Study: History Overview](#)**

**[Unit of Study: Multicultural Music](#)**

**[Unit of Study: Music Theory](#)**

**[Unit of Study: Musical Theatre](#)**

<b>Grade: 6</b> <b>Subject: Music</b>	<b>Unit of Study: Form, Theory and Composition</b>
<b>Big Idea/Rationale</b>	Musical elements
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Listen to/sing and/or play examples of simple compositions, taking note of the melody, harmony, rhythm, meter and style</li> <li>• Read and sing notes on both the treble and bass staff</li> <li>• Conduct songs in simple meter</li> <li>• Read and play rhythms of eight, quarter, half and dotted half and whole notes and their corresponding rests</li> <li>• Compose an original song using melody, rhythm and meter with correct notation</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What elements of music can you hear in familiar pop songs?</li> <li>• What are the different music symbols and what do they stand for?</li> <li>• How do you conduct for different meters?</li> <li>• Play various rhythm patterns</li> <li>• Recognize various rhythm patterns</li> <li>• Read all treble and bass clef notes correctly</li> <li>• Compose and original melody, with correct meter and rhythm notation</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Theory <ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Treble and bass clef</li> <li>○ Intervals</li> <li>○ Reading dynamics and tempos</li> </ul> </li> <li>• Composition <ul style="list-style-type: none"> <li>○ Writing between specific intervals</li> <li>○ Identifying notes on a staff and drawing them individually</li> <li>○ Correct rhythm patterns within a given meter or span of measures</li> </ul> </li> <li>• Form <ul style="list-style-type: none"> <li>○ Time signature</li> <li>○ Composing a melody given a specific idea</li> <li>○ Strophic</li> </ul> </li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>• 1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</li> <li>• 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</li> <li>• 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and</li> </ul>

	<p>differentiate basic structures.</p> <ul style="list-style-type: none"> <li>• 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</li> <li>• 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</li> <li>• 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</li> </ul>
<p><b>Materials and Resources</b></p>	<ul style="list-style-type: none"> <li>• Daily listening</li> <li>• CDs/iPod</li> <li>• Music player</li> <li>• Piano</li> <li>• Percussion instruments</li> <li>• Games</li> <li>• Whiteboard</li> </ul>
<p><b>Notes</b></p>	

<b>Grade: 6</b> <b>Subject: Music</b>	<b>Unit of Study: History Overview</b>
<b>Big Idea/Rationale</b>	Overview of important dates, composers, compositions and developments from Medieval era to today
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Listen to music from all eras and discuss differences</li> <li>• Name prominent composers for each era who made important contributions to the development of music and why they are important</li> <li>• Discuss specific pieces of music that are important stepping stones in music development through the ages</li> <li>• Create a poster for one specific era which states and discusses specific era which states and discusses specific composers and vocal/instrumental music that was important at the time</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What are the different eras of music history?</li> <li>• Who are some important composers from each era and why?</li> <li>• What are the differences from one era to another?</li> <li>• What are the most important developments that come out of each time period?</li> <li>• Create a poster notation specific composers and musical developments that were important to music in a specific era</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Medieval           <ul style="list-style-type: none"> <li>○ Gregorian chant</li> <li>○ Sacred vs. secular</li> <li>○ Monophonic and polyphonic</li> <li>○ Harmony</li> <li>○ Ars Antique vs. Ars Nova</li> <li>○ New forms and genres</li> </ul> </li> <li>• Renaissance           <ul style="list-style-type: none"> <li>○ Josquin Desprez</li> <li>○ Motet and madrigal</li> <li>○ Solo instrumental</li> <li>○ Vocal music</li> </ul> </li> <li>• Baroque           <ul style="list-style-type: none"> <li>○ Opera vs. oratorio</li> <li>○ Vocal music vs. instrumental music</li> <li>○ The orchestra</li> <li>○ Sonata, concerto, cantata, fugue</li> </ul> </li> <li>• Classical           <ul style="list-style-type: none"> <li>○ Haydn, Mozart, Beethoven, Schubert</li> <li>○ Symphony</li> <li>○ String quartet</li> <li>○ Simple clear sound vs. embellishment</li> </ul> </li> <li>• Romantic</li> </ul>

	<ul style="list-style-type: none"> <li>○ Beethoven, Schubert, Brahms, Tchaikovsky, Mendelssohn, Schumann</li> <li>○ Tone poem</li> <li>○ Musical storytelling</li> <li>○ Emphasis on text</li> <li>○ Art song</li> <li>○ Orchestra</li> <li>● 20th Century/Contemporary <ul style="list-style-type: none"> <li>○ Debussy, Schoenberg, Stravinsky</li> <li>○ Impressionism, jazz, neo-classical, neo-romantic, expressionism</li> <li>○ Contemporary genres</li> </ul> </li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>● 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>● 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>● 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</li> <li>● 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</li> <li>● 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>● 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>● 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>● Composer readings</li> <li>● History worksheets</li> <li>● Posterboard</li> <li>● Whiteboard</li> <li>● Piano</li> <li>● iPods/CDs</li> <li>● Music player</li> </ul>
<b>Notes</b>	

<b>Grade: 6</b> <b>Subject: Music</b>	<b>Unit of Study: Multicultural Music</b>
<b>Big Idea/Rationale</b>	Discovery of music from Latin America and Africa
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Discover music from other cultures and where their influences are drawn from</li> <li>• Identify non-Western instruments by sight and sound</li> <li>• Present to the class about students own background</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Where does music in different cultures draw its inspiration from?</li> <li>• What are some of the different instruments used across the world?</li> <li>• How has music evolved in specific areas of the world?</li> <li>• Listen to music from different areas of the world and identify similarities and differences between them</li> <li>• Pick a country of your own background and do a presentation for the class</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Africa <ul style="list-style-type: none"> <li>○ Drum circles</li> <li>○ Drumming ensembles</li> <li>○ Talking drums</li> <li>○ Polyrhythms</li> <li>○ Gospel Roots</li> <li>○ Instruments</li> <li>○ Rhythm patterns</li> </ul> </li> <li>• Brazil <ul style="list-style-type: none"> <li>○ Instruments</li> <li>○ Brazilian instrument ensembles</li> <li>○ Languages</li> </ul> </li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>• 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</li> <li>• 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</li> <li>• 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• Bongo drums</li> <li>• Congo drums</li> </ul>

	<ul style="list-style-type: none"><li>• Rhythm/talking drums worksheet</li><li>• Tambourines</li><li>• Shakers</li><li>• Instrument photos</li><li>• iPod/CDs</li><li>• Music players</li></ul>
<b>Notes</b>	

<b>Grade: 6</b> <b>Subject: Music</b>	<b>Unit of Study: Music Theory</b>
<b>Big Idea/Rationale</b>	Musical Elements
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Listen to/sing and/or play examples of simple compositions, taking note of the form, melody, harmony, rhythm, meter and style</li> <li>• Read, sing and play notes on both the treble and bass staff</li> <li>• Conduct songs in both simple and compound meters</li> <li>• Read and play rhythms of sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and their corresponding rests</li> <li>• Compose an original song using melody, harmony, ABA form and adding correct music notation</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What elements of music can you hear in familiar and popular songs?</li> <li>• Describe the different musical forms found in music ranging from contemporary music back to medieval</li> <li>• What are the different styles of harmonizing?</li> <li>• What are the different musical symbols and what do they stand for?</li> <li>• How do you conduct for different meters?</li> <li>• Play various rhythm patterns</li> <li>• Read all treble and bass clef notes correctly</li> <li>• Compose an original melody, adding harmony and notation as needed</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Rhythms <ul style="list-style-type: none"> <li>○ Steady</li> <li>○ Beat division</li> <li>○ Reading rhythms (eighth, quarter, half, etc)</li> <li>○ Meters/time signature</li> </ul> </li> <li>• Notes and Melody <ul style="list-style-type: none"> <li>○ Reading notes on a staff (treble and bass)</li> <li>○ Pitch</li> <li>○ Steps and leaps</li> <li>○ Melody</li> <li>○ Melodic contour</li> <li>○ Repetition and contrast</li> <li>○ Key signature</li> </ul> </li> <li>• Harmony <ul style="list-style-type: none"> <li>○ Unison vs. Harmony</li> <li>○ Partner songs</li> <li>○ Rounds</li> <li>○ Canons</li> </ul> </li> <li>• Form <ul style="list-style-type: none"> <li>○ AB and ABA</li> <li>○ Rondo</li> <li>○ Theme and Variation</li> </ul> </li> </ul>

<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.2.B.1 – Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores</li> <li>• 1.1.2.B.2 – Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form and melody</li> <li>• 1.1.2.B.4 – Categorize families of instruments and identify their associated musical properties</li> <li>• 1.1.5.B.1 – Identify the elements of music in response to aural prompts and printed music notational systems</li> <li>• 1.1.5.B.2 – Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures</li> <li>• 1.3.5.B.1 – Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter</li> <li>• 1.4.2.B.1 – Observe the basic arts elements in performances and exhibitions and use them to formulate object assessments of artworks in dance, music, theatre and visual art</li> <li>• 1.4.2.B.2 – apply the principles of positive critique in giving and receiving responses to performances</li> </ul>
<b>Materials and Resources</b>	
<b>Notes</b>	

<b>Grade: 6</b> <b>Subject: Music</b>	<b>Unit of Study: Musical Theatre</b>
<b>Big Idea/Rationale</b>	Musical theatre as a genre and the people who put it together
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• View examples of theatre arts particularly in musical theatre, focusing on the elements of theatre and how they contribute to work as a whole</li> <li>• Explain, with appropriate terms, their preferences for dramatic works</li> <li>• Discuss the different career paths found within the theatre, including those who perform onstage as well as those who work behind the scenes</li> <li>• Watch a DVD of a staged performance and take notes on specific information about the story, music, lyrics, dancing, setting, props and costumes</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• Can you understand the storyline of a song or show by listening to the songs?</li> <li>• Describe differences in musical theatre from the early 1900s to today?</li> <li>• Who are the most important people who work backstage to put together a show and make it run smoothly? <ul style="list-style-type: none"> <li>○ What do they do?</li> </ul> </li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• How music works in a storyline, either as a type of monologue or soliloquy, or to move the story forward</li> <li>• Improvisation and how it relates to acting and singing within a show</li> <li>• Where do the stories come from to create a musical <ul style="list-style-type: none"> <li>○ Books</li> <li>○ Movies</li> <li>○ Operas</li> <li>○ Comic Strips</li> <li>○ History</li> <li>○ Original</li> </ul> </li> <li>• The people who put a show together <ul style="list-style-type: none"> <li>○ Book writer/librettist</li> <li>○ Composer</li> <li>○ Lyricist</li> <li>○ Director</li> <li>○ Choreographer</li> <li>○ Actors</li> <li>○ Lighting Design</li> <li>○ Sound Design</li> <li>○ Set Design</li> <li>○ Costumes</li> </ul> </li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• 1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.</li> <li>• 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>• 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.</li> <li>• 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).</li> <li>• 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</li> <li>• 1.1.2.C.4 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.</li> <li>• 1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).</li> <li>• 1.3.P.C.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</li> <li>• 1.3.P.C.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> <li>• 1.3.P.C.5 Sustain and extend dramatic play during dramatic play interactions (i.e., anticipate what will happen next).</li> <li>• 1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</li> <li>• 1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• iPods/CDs</li> <li>• Music Player</li> <li>• DVDs</li> <li>• DVD player/TV</li> <li>• Whiteboard</li> <li>• Behind the scenes worksheet</li> <li>• Viewing worksheets</li> <li>• Daily listening</li> </ul>
<b>Notes</b>	