



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Essential Music Grade Level(s): 6 Units of Credit: N/A Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

Students in sixth grade will continue their exploration of the basic elements of music introduced in previous grades: Rhythm, melody, harmony, form, and timbre. Students will be able to notate and perform duple and triple rhythms (duple—whole, half, quarter, eighth, and sixteenth notes and rests; triple—dotted quarter, quarter and eighth notes). Students will also notate and perform music on the staff through the use of melodic instruments (recorder/mallets). Students will review the different instrument families and explore important pieces and composers of the Baroque Era. Through these aforementioned actions, students will connect music to themselves and the world around them. (These elements of music will be reinforced through the use of activities, classroom instruments, writing/discussion, and performances.)

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers	Interactive Discussion	Small Group Interventions
Class Discussions	Paper and Pencil Activities	Teacher Demonstrations
Closure	Performances	Teacher-Made Worksheets
Critical Thinking	Posted Objectives	Technology Integration
Graphic Organizers	Practice Exercises	Videos/DVDs
Higher-Level Questioning	Presentations	Wait-time
Homework	Quizzes	

Assessments

Bell Ringers	Peer Evaluation	Teacher Observations
Performances (Individual/Small Group)	Reports	Teacher-Made Tests and Worksheets

Materials/Resources

Assorted Technology	Pitched and Non-Pitched Instruments	Supplemental Books and Readings
CDs and DVDs	Music Periodicals/Magazines	Teacher-Made Tests and Worksheets
Little Kids Rock Resources		

Adopted: 3/16/88

Revised: 9/3/91; 8/17/05; 6/20/11; 5/15/2017; 2/13/2020

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will develop extended playing and musical skills on a simple melodic/non-pitched instrument plus limited playing skills on:</p> <p style="padding-left: 40px;">Melodic Percussion Non-Melodic Percussion</p> <p>Experience the Elements of Music</p>	<p>STANDARDS</p> <p>MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.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>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.H Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>OBJECTIVES</p> <p>Extended Playing and Musical Skills are expected on a simple instrument.</p> <ul style="list-style-type: none"> • Posture • Musical Skills - correct notes, correct rhythm, and correct tempo as established by the teacher • Limited playing skills expected on percussion and melodic Instruments • Improvisation • Experience the elements of music

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<p>The students will identify, analyze, and use musical form of small and large musical compositions appropriate for their grade level.</p>	<p>STANDARDS</p> <p>MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.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>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>OBJECTIVES</p> <p>Program Music Form</p> <ul style="list-style-type: none"> • Define program music • Identify parts within whole composition • Identify important instruments • State a few facts about composer • Simple song form • Analyze sections from written music score • Describe by using (Same - Different or Similar) • Use alphabet letters to show form: (ABA, RONDO...) <p>Help students to understand that analyzing simple songs helps to memorize for performance.</p>

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<p>The students will define, describe, and use "good Concert Etiquette."</p>	<p>STANDARDS MU:Re9.1.E.1a Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.</p> <p>9.4.8.A Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre). 9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist's website). 9.4.8.C Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>). 9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Define "Concert Etiquette" • Describe "Acceptable Concert Behavior" using textbook and PMEA Magazine article • Describe "Unacceptable Behavior" • Describe "Performer Behavior"

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<p>The students will identify tone color in musical examples, differentiate and classify sounds from voice, orchestra, and band instruments.</p>	<p>STANDARDS</p> <p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p> <p>9.4.8 Aesthetic Response</p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist's website).</p> <p>C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Name voice ranges • Define good posture • Explain how sound is produced • Identify body/instrument parts used • Discuss growing and changing voice • Define good tone quality • Discuss breath control / Orchestra bowing

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<p>The students will read, write, identify, create, and perform examples of rhythm for their grade level.</p>	<p>STANDARDS MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Beat • Meter • Tempo • Note/ Rest Values

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<p>The students will read, write, identify, create, and perform examples of melody for their grade level.</p>	<p>STANDARDS MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Names of notes • Direction of pitch • Intervals • Melodic patterns • Staff reading

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<p>The students will read, write, identify, create, and perform examples of harmony for their grade level.</p>	<p>STANDARDS MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Names of notes • Direction of pitch • Intervals • Harmonic patterns / Chords/ Chord progression • Staff reading

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<p>The students will participate in Music in Our School Month (March – nationally observed).</p>	<p>STANDARDS</p> <p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p> <p>9.4.8 Aesthetic Response</p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual’s concept of musical theatre).</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist’s website).</p> <p>C. Describe how the attributes of the audience’s environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber’s <i>Cats</i>).</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson’s <i>Destructive Periods in Russia During Stalin’s and Deniken’s Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>OBJECTIVE</p> <p>The student will observe, write, perform, and participate in Pennsylvania Music Educators Association Music in Our Schools Month (PMEA MIOSM) activities.</p>

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<p>The students will participate in Jazz in Our School Month (April – nationally observed).</p>	<p>STANDARDS</p> <p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p> <p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i>).</p>

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<p>The students will participate in recorder karate.</p>	<p>STANDARDS</p> <p>MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.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>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.4.8.B Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist’s website).</p> <p>9.4.8.C Describe how the attributes of the audience’s environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber’s <i>Cats</i>).</p> <p>9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson’s <i>Destructive Periods in Russia During Stalin’s and Deniken’s Leadership</i> conveys her memories and emotions of a specific incident).</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Names of notes • Direction of pitch • Intervals • Melodic patterns • Staff reading

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<p>The students will participate in music listening.</p>	<p>STANDARDS</p> <p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p> <p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p>

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<p>The students will participate in the learning of the Baroque Era studying G. F. Handle and J. S. Bach.</p>	<p>STANDARDS</p> <p>MU:Re7.1.E.1a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.</p> <p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p>

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<p>The students will participate in the learning of the Baroque Era studying G. F. Handel and J. S. Bach.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none">• Listen to age appropriate Baroque music.• Identify the elements of music.• Student will represent music in drawing.• Student will describe music in their own words.• Student will view the life of Handel and Bach.