

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

General Music

Curriculum writing committee: Tina Reece, Laura Curchoe

Grade Level: 6

Date of Board Approval: _____2021_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Example only: Course Weighting: Algebra 1

| | |
|----------------------------|-------------|
| Class Participation | 30% |
| Projects/Tests | 40% |
| Homework/Classwork | 20% |
| Listening Journal | 10% |
| Total | 100% |

Curriculum Map

Overview: Students will learn about ancient music from around the world, incorporating a review of basic music elements, notation, and rhythms. Several composition projects will help to reinforce and expand upon the understanding of the material.

Goals:

- Proper music notation
- Understanding of musical elements (tempo, form, dynamics, tone color, pitch)
- Understanding of time signatures
- Cultural and Historical Applications of music
- Basic composition techniques
- Rehearsal and performance techniques and criteria
- Understanding on melodic and harmonic phrases
- Understanding of genres from various cultures and time periods
- relationship between the arts and other disciplines
- Critical analysis of music from various cultures
- Aesthetic analysis of music from various cultures
- Understanding of applicable vocabulary
- Proper use of classroom instruments

Big Ideas:

1. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
2. Artists use tools and resources as well as their own experiences and skills to create art.
3. Humans have expressed experiences and ideas through the arts throughout time and across cultures.
4. There are formal and informal processes used to assess the quality of works in the arts.
5. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Textbook and Supplemental Resources:

Curriculum Plan

Unit 1: Music from around the World

Time/Days 25 (about 5 days for each continent)

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.H; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchors:** MU:Cr1.1.6; MU:Cr2.1.6; MU:Cr3.2.6; MU:Pr4.1.6; MU:Pr4.2.6; MU:Pr4.3.6; MU:Pr5.1.6; MU:Pr6.1.6; MU:Re7.2.6; MU:Re8.1.6; MU:Re9.1.6; MU:Cn10.1.6; MU:Cn11.1.6
- **Eligible Content:**
 - How do I notate music properly?
 - How do I analyze music thoroughly?
 - How does geographic region affect the music of a specific culture?
 - How do I create an original musical work?
 - How do various cultures use and create music, and in what ways are they similar and different?
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Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of various geographic areas through inquiry-based station activities. (DOK Level 3)
- Students will create original compositions using their knowledge of the historical and cultural significance of music around the world. (DOK Level 4)
- Students will compare and contrast the music from various cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

Review of prior knowledge:

- Review of written notation – students identify and demonstrate a staff, a treble clef, bass clef, time signature, bar lines, double bar lines, repeats, note and rest placement and other elements relevant to music notation.
- Review of music elements – students identify, demonstrate, discuss and use the elements of tempo, form, dynamics, tone color and pitch.

- Review of meter and time signature – perform multi-cultural music in 4/4; 2/4; 3/4 and 6/8 time signatures.
- Review of proper audience etiquette – students will demonstrate proper audience etiquette when watching their peers perform their compositions.

Introduction of new concepts:

- Exploration of the native music and culture of Africa, Asia, South America, and North America – students will listen, respond, read and notate music based on the folk music of each region.
- Introduction to the elements of dance through Native American Dances. Students act out and dance to a Native American folk story incorporating elements of dance common to the Native American round dance.
- Introduction to basic elements of composition – rhythm, arranging. Students will create a drum ostinato to accompany their Native American Dance
- Practice composing and performing in 3/4 time using the Mariachi music of Mexico.
- Introduction to native dances of South America – learn basic steps to South American dances such as the salsa, samba and tango
- Introduction to syncopation using the clave rhythm of Latin music. Students compose a short rhythmic composition to accompany a South American dance.
- Introduction to the use of the pentatonic scale in music from Asia. Students individually write a haiku using proper form and structure. Using a pentatonic scale, students compose a melody to accompany their Haiku then perform it for the class.
- Introduction to the elements of music from Africa including call and response and polyrhythm. Groups write their own original folk story in the African style (has a moral and explains something that is naturally occurring in the world). Students work together to compose and notate music to accompany the reading of their stories. Students rehearse their stories. Students perform their stories for the class.
- Classification of world instruments into membranophone, chordophone, idiophone and aerophone.
- Introduction to the improvisational element of African music. (drum circle)

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Group activities and games
 - Listening journals
- **Formative:**
 - Daily review of prior concepts
 - Think, pair, share
 - Performance
 - discussion
- **Summative:**
 - Rubrics
 - Composition projects
 - Self/group assessments
 - Written assessments

Unit 2 – Music from the Medieval Era

Time/Days 10

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
- **Anchors:** MU:Cr1.1.6; MU:Cr2.1.6; MU:Cr3.2.6; MU:Pr4.1.6; MU:Pr4.2.6; MU:Pr4.3.6; MU:Pr5.1.6; MU:Pr6.1.6; MU:Re7.2.6; MU:Re8.1.6; MU:Re9.1.6; MU:Cn10.1.6; MU:Cn11.1.6
- **Eligible Content:**
 - How did early written music look?
 - What did early written music sound like?
 - Who were the major composers during this period?
 - How did the beliefs and culture of the time affect the music?
 - How did music evolve during this time?
 - What elements and techniques are present in early music compositions?

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Medieval period. (DOK Level 3)
- Students will create original compositions using their knowledge of the historical and cultural significance of music of the Medieval period. (DOK Level 4)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- Review of feudalism and daily life in the Middle Ages. (from Social Studies)
- Introduction to early music notation – compare early notation (neumes, lack of written rhythm) to modern notation.
- Introduction to major composers of the period – Pope Gregory, Hildegard von Bingen, Leonin and Perotin.
- Introduction of sacred music, including elements of Gregorian Chant (language, usage, monophony and melismas. – analyze the musical elements of chant and compare it to previously studied world music.
- Gregorian Chant composition – compose a monophonic melody; write lyrics to the melody (include the use of a melisma); translate the lyrics into Latin using Google translate; notate the piece using early music notation
- Introduction of polyphony and homophony
- Introduction of secular music including minstrels and common themes of the time. Compare and contrast sacred and secular music.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Group Activities and Games
- **Formative:**
 - Daily review of prior concepts
 - Think Pair Share
 - Performance
 - Discussion

- **Summative:**
 - Rubric
 - Composition Project
 - Self/Group Assessments
 - Written Assessments

Unit 3 – Music from The Renaissance Era

- **Standards (by number):** 9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.G; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D
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- **Eligible Content:**
 - Who were the major composers during this period?
 - What instruments were popular during this period?
 - How did the beliefs and culture of the time affect the music?
 - How did music evolve during this time?
 - What elements and techniques are present in this period?

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the Renaissance period. (DOK Level 3)
- Students will create an original composition using their knowledge of the historical and cultural significance of music of the Renaissance period. (DOK Level 4)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Review of modern written notation. Comparison of Renaissance Era notation with Medieval notation and modern notation.

- Review of elements of music as well as the comparison of art and music elements from the Medieval and Renaissance periods
- Review of music vocabulary words including homophonic, monophonic and polyphonic.
- Introduction of major composers of the Renaissance era, including Palestrina
- Introduction of the popular instruments of the Renaissance period, including harp, lute, recorder and drums. Students use inquiry-based learning to explore the instruments of the Middle Ages, and compare them to our instruments today using the website <http://www.music.iastate.edu/antiqua/instrumt.html>
- Discussion of the importance of the invention of the printing press and its impact on music
- Discussion of local venues for music performances as well as etiquette and processes involved with attending the event
- Introduction of techniques such as word painting and use of contrast
- Word painting composition -students create a composition that demonstrates the technique of word painting.

Assessments:

- **Diagnostic:**
 - Daily Teacher Observation
 - Questioning
 - Group Activities and Games
- **Formative:**
 - Daily review of prior concepts
 - Think Pair Share
 - Performance
 - Discussion
- **Summative:**
 - Rubric
 - Composition Project
 - Self/Group Assessments
 - Written Assessments

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name: John Staub

Second Reader/Reviewer Signature: John Staub Date: 7/1/21

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>