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NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 6 General Music

April 2019

BOE Approved June 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Program Overview

The General Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of one forty-five to fifty minute class either once per a six-day cycle for a year, or two forty-five to fifty minute classes twice within a six-day cycle for a semester.

Within these sequential standards based, concept driven student centered learning activities, students discover their creativity and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic literacy, as defined in the National Core Arts Standards: “Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning.”

## Course Description

General Music in Grade 6 is designed to give students not involved in band, chorus, or orchestra an opportunity to perform, create, and respond to music. These are the three anchor standards for all arts classes, as adopted by the State Board of Education in October 2016. To ensure our general music students have guaranteed opportunities to engage in these three processes, this curriculum engages them in performing and creating on an acoustic instrument, such as xylophone, as well as creating and performing on a digital tool, such as the iPad, responding to the unique timbre of instruments used in western/European and non-traditional music, and connecting the science of sound to the creation of their own instrument. All units are vertically aligned with general music units in grades 7 and 8.

## Major Units and Pacing Guides

All units are designed to last one marking period, or approximately 9 weeks/18 class periods.

Unit 1: Performing and Creating With Acoustic Instruments

Unit 2: Creating With Digital Instruments/Tools for Performance

Unit 3: Instrumental Exploration I: The Science of Sound and Western/European Instruments

Unit 4: Instrumental Exploration II: Non-traditional Instruments and Making Your Own Instrument

# Subject: General Music

## Grade 6

### Unit 1: Performing and Creating With Acoustic Instruments

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p>Anchor Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	<p><i>Transfer</i></p>		
	<p><i>Students will be able to independently use their learning to...</i></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 or perform.</p> <p>MU:Cr1.1.6a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent</p>		
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>CCSS.ELA-Literacy. whst.6-8.2.D Use precise language and domain specific vocabulary to</p>	<p><i>Meaning</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources, such as expertise, context, and expressive intent.</p> </td> <td style="vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources, such as expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians improve the quality of their performance?</p> <p>How do musicians generate creative ideas?</p>
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inform or explain the topic		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Teacher-provided criteria, such as: rhythmic phrases, melodic phrases, harmonic phrases, form, expressive intent, expressive qualities (such as dynamics, tempo, timbre, articulation/style and phrasing), technique on an acoustic instrument, originality, musical interest, readiness to perform</p>	<p><i>Students will be skilled at...</i></p> <p>reading and writing standard and/or iconic notation, generating musical ideas, technical accuracy on an acoustic instrument, interpreting other's music, discussing, reflecting, analyzing, evaluating, rehearsing, refining, applying feedback</p>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Performance ready song demonstrating improvement over time, reflecting analysis , rehearsal, and refinement of technique, musical accuracy, and artistic intent.</p> <p>An original composition conveying expressive intent and originality using correct notation and form.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Performing an 8 measure song with expressive intent, which has been improving over time so it is ready to be performed.</p> <p>Create and notate an 8 measure song using personally generated musical ideas.</p>
Meaning	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their original compositions.</p> <p>Written assessments linked to unit standards and objectives.</p>

### Stage 3 – Learning Plan

Stage 3 – Learning Plan		
<b>Code</b>	<i>Pre-Assessment</i>	
Meaning	Teachers will check students prior knowledge with the instrument and assess music literacy through baseline assessments developed by general music teachers at the middle school.	
Acquisition	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Students will review and/or learn the fundamentals of music theory required to perform on the acoustic instrument.</li> <li>● Teacher and students evaluate performances of accomplished musicians to conceptualize what a good performance sounds like and strategize the components involved in preparing a song for performance.</li> <li>● Teacher demonstrates proper posture, hand position, and technique for the instrument to be played.</li> <li>● Students experiment and practice with the newly learned techniques and receive feedback.</li> <li>● Teacher and students discuss expressive intent and originality in interpretation through analyzing key performances of famous musicians.</li> <li>● Students reflect upon their personal interpretations and experiment with degrees of expressive intent.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction</li> <li>● Peer coaching</li> </ul>
Transfer		
Meaning		

	<ul style="list-style-type: none"> <li>• Teacher provides strategies to use when practicing a piece to ready it for performance.</li> <li>• Students rehearse and refine their performance.</li> <li>• Teacher provides descriptive feedback to students to aid in their self-analysis.</li> <li>• Students may elect to perform for each other and coach one another.</li> <li>• Teacher and students discuss how composers generate original ideas.</li> <li>• Students brainstorm and then experiment with various creative inspirations for their compositions.</li> <li>• Teachers will expect a wide range of skill levels in creativity, and allow students to tailor their compositions accordingly.</li> <li>• Teacher demonstrates musical form and compositional techniques.</li> <li>• Student practice newly learned techniques and begin to create their compositions.</li> </ul> <p>Essential Resources: Music room with storage for 25 xylophones, 25 guitars, and additional instruments to allow for one-to-one student usage.</p>	
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# Subject: General Music Grade 6

## Unit 2: Creating With Digital Instruments/Tools for Performance

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
Anchor Standard 2: Organize and develop artistic ideas and work.	<p><i>Students will be able to independently use their learning to...</i></p> <p>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.</p> <p>MU:Cr2.1.6b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.</p>	
CCSS.ELA.Literacy. Whst.6-8.2 Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes.	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make creative decisions?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>form, expressive intent, standard/iconic notation, audio/video recording components, rhythmic phrases, melodic phrases, two part harmonic ideas</p>	<p><i>Students will be skilled at...</i></p> <p>construct, select, organize, document, arrange, compose, demonstrate, use, discuss, refine</p>

<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Acquisition	A well-thought out album of songs using different apps on iPad, conveying artistic intent, form, notation, and originality, with accompanying self-reflection.	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Creating an album (collection of songs) using 2-3 apps on the iPad , such as, but not limited to: GarageBand, iMPC Pro, Korg iKaossilator.</p> <p>Formative assessments to measure competency on smaller skills necessary to create the final album.</p>
Meaning	Explaining personal choice, using music vocabulary correctly.	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in written reflection to discuss their independent projects.</p>



	Music Room with 25 iPads, and storage for same.	
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# Subject: General Music Grade 6

## Unit 3: Instrumental Exploration I: The Science of Sound and Western/European Instruments

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Anchor Standard 11: Relate musical ideas and works with varied context to deepen understanding.	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Cn11.0.6a Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
CCSS.ELA-Literacy. Whst.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	<i>Meaning</i>
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>	<b>ESSENTIAL QUESTIONS</b>
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, disciplines, contexts, and daily life inform creating, performing, and responding to music?
	<i>Acquisition</i>
<i>Students will know...</i>	<i>Students will be skilled at...</i>
varied contexts, venue, purpose, genres, cultures, historical periods, expressive intent, elements of music, such as timbre	connecting, understanding relationships, listening, taking notes, creating, performing, responding

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>An ability to recognize, label, sort, and group instruments by classification.</p> <p>Neatly written lab observations and notes in a notebook.</p> <p>Effort given in Foley activities.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Identifying instruments by classification, visually and aurally, using elements of music, such as timbre.</p> <p>Forming connections between a sound and the particular science behind the sound, such as Doppler effect, volume, pitch, clarity, and vibrations.</p>
Meaning	<p>Explaining their observations during lab experiments.</p> <p>Explaining personal choice of instruments.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in their written observations and discussions with one another.</p> <p>Students will use timbre effectively.</p>

**Stage 3 – Learning Plan**

<p><b>Code</b></p>	<p><i>Pre-Assessment</i></p>	
<p>Meaning</p>	<p>Teachers will check students prior knowledge with a sound and instrument assessment developed by general music teachers at the middle school.</p>	
<p>Acquisition</p> <p>Transfer</p> <p>Meaning</p>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Teacher engages students’ curiosity of the world around them by having them pretend they are Foley artists using teacher determined sounds to be placed by the students in a short story.</li> <li>● Students determine the success rate of sound placement, first without instruction, then following class instruction during discussion, construct their learning by developing a checklist or other means of documenting their understanding.</li> <li>● With teacher guidance, students make connections between why some sounds could be better matches for specific contexts than others.</li> <li>● Teacher provides explicit instruction on classroom culture and expectations prior to students engaging in sound lab experiments.</li> <li>● Students work in groups to make, and record, their observation of sound in the following labs: sound waves, Doppler effect, transmittance of sound</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Class discussion.</li> <li>● Students will get feedback from teacher by formative assessment during lab times.</li> <li>● Direct observation</li> <li>● Specific feedback</li> <li>● One-on-one instruction to aid in note-taking</li> <li>● Peer feedback using feedback model demonstrated by teacher.</li> </ul>

	<p>through space and materials, pitch and frequency, volume, and vibrations.</p> <ul style="list-style-type: none"><li>● Students keep record of their observations in a notebook.</li><li>● With teacher guidance, students construct their learning by sharing observations during class.</li><li>● Students refer to the earlier class checklist they made, and add new learning to it.</li><li>● Students revisit the original story activity, placing them in a real world situation, and use their new learning to either use the same teacher provided sound examples, or create their own sounds to bring a short story to life aurally.</li><li>● Using class generated checklist from earlier, students make connections by predicting which instruments of which they are familiar in Western-European tradition use the sound properties discovered during lab times.</li><li>● Teacher fills in gaps in students understanding of recognition and awareness of these traditional instruments by using YouTube videos and online educational platforms, such as Dallas Symphony Orchestra Kids!.</li><li>● Students take notes in their notebooks.</li><li>● Students use interactive websites, such as New York Philharmonic Kids, to improve instrument recognition visually and aurally.</li></ul>	
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	<ul style="list-style-type: none"><li>● Students discuss and describe individual instruments' timbre, and what the sound could describe in terms of emotion/action/ character (expressive intent.)</li><li>● Students will watch scenes from Fantasia and/or Fantasia 2000 and discuss how the instrumental sounds are used to compliment the visuals.</li><li>● Students revisit the original story activity, this time using Western-European instrumental sounds to compliment the story.</li><li>● Students explain their personal choice of instruments accurately.</li></ul> <p>Music Room with 25 iPads, SMARTBoard with internet access.</p>	
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# Subject: General Music Grade 6

## Unit 4: Instrumental Exploration II: Non-traditional Instruments and Making Your Own Instrument

Stage 1 Desired Results			
ESTABLISHED GOALS	<i>Transfer</i>		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make music.	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Cn.10.0.6a: Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Demonstrate audience etiquette appropriate to venue and purpose.</p>		
	<i>Meaning</i>		
CCSS.ELA-Literacy.whst.6-8.2.D Use precise language and domain specific vocabulary to inform or explain the topic	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Musicians connect their personal interests, experience, ideas, and knowledge to creating, performing, and responding.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Musicians connect their personal interests, experience, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Musicians connect their personal interests, experience, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>		
	<i>Acquisition</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <p>Personal interests, expressive intent, creating, performing, and responding,</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <p>Making connections, creating, listening, responding, behaving as an audience member.</p> </td> </tr> </table>	<p><i>Students will know...</i></p> <p>Personal interests, expressive intent, creating, performing, and responding,</p>	<p><i>Students will be skilled at...</i></p> <p>Making connections, creating, listening, responding, behaving as an audience member.</p>
<p><i>Students will know...</i></p> <p>Personal interests, expressive intent, creating, performing, and responding,</p>	<p><i>Students will be skilled at...</i></p> <p>Making connections, creating, listening, responding, behaving as an audience member.</p>		

	craftsmanship, context, audience etiquette.	
Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
Acquisition	<p>Identify instruments by family, visually and aurally.</p> <p>Student generated checklist of appropriate standards of behavior for an audience member during a live performance.</p> <p>Teacher generated rubric.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <p>Grouping instruments by families.</p> <p>Exemplifying appropriate audience behavior.</p> <p>Creating and making an instrument.</p>
Meaning	<p>Explaining personal choice, using music vocabulary correctly.</p>	<p>OTHER EVIDENCE:</p> <p>Students will use correct music vocabulary in reflection to discuss their instrument making.</p>

**Stage 3 – Learning Plan**

<b>Code</b>	<b><i>Pre-Assessment</i></b>	
Meaning	Teachers will check students prior knowledge with an assessment designed to determine students' ability to classify Western-European instrument families, then making connections to broader families of instruments. This assessment is developed by general music teachers at the middle school.	
Acquisition  Transfer  Meaning	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>● Teacher engages student interest of non-traditional instruments by “taking them” to a recorded performance of the Broadway show, “STOMP!”</li> <li>● Students and teacher discuss appropriate audience etiquette during various “live” performances.</li> <li>● Students self-monitor their behavior during the show.</li> <li>● Students construct meaning by attempting to explain, using music vocabulary, the types of sounds they heard during the show, and how these sounds were used by everyday objects.</li> <li>● Teacher explains these instrument families: membranophones, idiophones, chordophones, and aerophones.</li> <li>● Students take notes in their notebooks.</li> <li>● Teacher demonstrates how to make instruments in the above mentioned families, using everyday objects.</li> <li>● Students begin their instrument making project through:</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will get feedback from teacher by formative assessment.</li> <li>● Direct observation of student participation and discussion during class times.</li> <li>● Specific feedback</li> <li>● One-on-one instruction in note-taking.</li> </ul>

	<ul style="list-style-type: none"><li>○ Forming small groups which will be their “band”</li><li>○ Generating creative ideas to make one instrument from each family studied</li><li>○ Make their instrument with materials provided by the teacher, as well as other materials they may have at home</li><li>○ Using their created instruments, create a short song or sound example such as they viewed in “STOMP!”</li></ul> <p>Essential Resources:</p> <p>Music Room with everyday materials to create instruments</p>	
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