

West Deptford Middle School Curriculum Map
Music - Grade 6

| Unit/ Duration | Essential Questions | Content | Skills | Assessment | Standards |
|-------------------|---|--|--|--|---|
| Music Literacy | <ul style="list-style-type: none"> • How does a composer convey the meaning of a piece of music? • How does someone perform music from a score? • How is music written down? • What symbols help you to understand the components of music? | <ul style="list-style-type: none"> • Kodaly rhythms (Ta, Ti, Ti(ki)) • Major and minor tonalities • Meter: 4/4, 3/4, 2/4, 6/8 • Music notation vocabulary terms • Musical elements such as melody, harmony, rhythm • Rhythm: whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth • Solfege with Curwen hand signs | <ul style="list-style-type: none"> • Create and compose using traditional and non-traditional notation • Recognize, define and use music symbols and vocabulary in context. • Sing and play music with a variety of symbols | <ul style="list-style-type: none"> • Create and compose music using a variety of techniques • Improvise on classroom instruments rhythmic and melodic patterns • Perform simple rhythmic and harmonic accompaniments on classroom instruments • Sing unison and two-part songs with accuracy • Classwork designed to reinforce concepts | <ul style="list-style-type: none"> • CRP.K-12.CRP2.1 • TECH.8.1.8.C.CS4 • TECH.8.1.8.C.CS1 • TECH.8.1.8.A.CS2 • VPA.1.1.8.B.CS1 • VPA.1.1.8.B.1 • VPA.1.3.8.B.CS1 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2 • VPA.1.3.8.B.CS3 • TECH.8.1.8.C.CS2 • TECH.8.1.8.A.CS1 |

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| | | <ul style="list-style-type: none"> • Symbols for musical form and expression, such as repeat signs, crescendo | | <ul style="list-style-type: none"> • Creative extensions of the lessons, i.e. additional lyrics, accompaniments • Indicators of active participation and skill level • Rubrics to evaluate musical accuracy • Self critique and assessment | |
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| The World Of Composers | <ul style="list-style-type: none"> • How does music teach us about other cultures and areas of the | <ul style="list-style-type: none"> • Edvard Grieg – Hall of the Mountain King | <ul style="list-style-type: none"> • Appraise listening selections and compile their own listening | <ul style="list-style-type: none"> • Compose and perform harmonic accompaniments on classroom | <ul style="list-style-type: none"> • VPA.1.1.8.B.1 • VPA.1.1.8.B.CS2 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2 • VPA.1.3.8.B.CS3 • VPA.1.3.8.B.3 |

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| | <p>world?</p> <ul style="list-style-type: none"> • How does music teach us history? • Why do people create music? | <ul style="list-style-type: none"> • Frederic Chopin – Funeral March, Minute Waltz • George Friederich Handel – Halleluiah Chorus, Video: Handel’s Last Chance • Johann Sebastian Bach – Toccata and Fugue, Brandenburg Concerto #2 • Modest Mussorgsky – Pictures at an Exhibition: Gnomes | <p>repertoire.</p> <ul style="list-style-type: none"> • Compare and contrast the composers that are studied. • Express their findings orally and in writing • Recognize elements of form and structure used by these composers • Recognize songs associated with each composer • Recognize, define, and use associated music vocabulary in context • Use research skills (with guidance) to find out about composers • Use research | <p>instruments</p> <ul style="list-style-type: none"> • Improvise on classroom instruments rhythmic and melodic patterns • Interpret songs with an understanding of historical and cultural significance • Perform music on instruments with pitch and rhythmic accuracy • Recognize form and structure • Sing music with pitch and rhythmic accuracy • Associated worksheet for each composer • Classwork | <ul style="list-style-type: none"> • VPA.1.4.8.A.CS5 |
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| | | | skills to find what elements in a composer's life influenced their style | <p>designed to reinforce concepts</p> <ul style="list-style-type: none"> • Indicators of active participation and skill level • Listening maps • Rubrics to evaluate group work projects | |
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| Cultural Heritage Songs | <ul style="list-style-type: none"> • How does music teach us history? • How does music teach us about other cultures and areas of the world? • What are ways that music | <p>Students will know songs from a variety of contexts and cultural backgrounds, including but not limited to:</p> <ul style="list-style-type: none"> • Camp Mason songs: Devil From Leeds, Pirates of Pines, | <ul style="list-style-type: none"> • Recognize form and structure • Sing music from folk and cultural heritage sources with pitch and rhythmic accuracy • Compose and | <ul style="list-style-type: none"> • Detect cultural sources in folk and popular songs • Improvise on classroom instruments rhythmic and melodic patterns | <ul style="list-style-type: none"> • VPA.1.2.8.A.CS2 • VPA.1.2.8.A.2 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2 |

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| | <p>connects us to one another?</p> | <p>Weird Jerry</p> <ul style="list-style-type: none"> • Folk songs: Simple Gifts, Oh Susanna, Goober Peas, The Thing, Home on the Range, My Home's in Montana, Down By the Riverside • Seasonal songs: Skin and Bones, Hava Nagila, Rockin' Around the Christmas Tree, Little Drummer Boy, Believe, Silver Bells | <p>perform harmonic accompaniments on classroom instruments</p> <ul style="list-style-type: none"> • Apply physical movement in the character of the rhythmic and cultural elements of the song | <ul style="list-style-type: none"> • Interpret songs with an understanding of historical and cultural significance • Classwork designed to reinforce concepts • Indicators of active participation and skill level • Critique of creative extensions of the lessons, i.e. additional lyrics, accompaniments | |
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| American Composers | <ul style="list-style-type: none"> • How do our composers create a distinctly American sound? • How does music teach us our history? • What are the stories behind our American songs? • What are some of the specific events that music is created for? | <p>Students will know the basic form, instrumentation and imaginative subtext of exemplary pieces of American composers, including but not limited to:</p> <ul style="list-style-type: none"> • George Gershwin – American in Paris, Swanee, Rhapsody in Blue, Charleston, I Got Rhythm • John Philip Sousa – Stars and Stripes Forever, Semper Fi • Aaron Copland – Rodeo: Hoe Down, Fanfare for the Common Man • Meredith Wilson – The Music Man | <ul style="list-style-type: none"> • Sing and accompany music by the composers studied • Recognize elements of form and structure used by these composers • Use research skills to find out what elements in a composer’s life influenced their style • Appraise listening selections and compile their own listening repertoire | <ul style="list-style-type: none"> • Compose and perform harmonic accompaniments on classroom instruments • Engage in creative listening activities • Interpret songs with an understanding of historical and cultural significance • Investigate composers' lives through a variety of media • Sing music from American sources with pitch and rhythmic accuracy • Rubrics to evaluate group | <ul style="list-style-type: none"> • VPA.1.1.8.B.1 • VPA.1.2.8.A.CS2 • VPA.1.2.8.A.2 • VPA.1.2.8.A.CS3 • VPA.1.2.8.A.3 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2 • VPA.1.3.8.B.CS3 • VPA.1.3.8.B.3 • VPA.1.4.8.A.CS5 • VPA.1.4.8.B.1 |

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| | | <ul style="list-style-type: none">• Irving Berlin – Play a Simple Melody | | <p>work projects</p> <ul style="list-style-type: none">• Classwork designed to reinforce concepts• Indicators of active participation and skill level | |
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