

Pine Hill Public Schools Curriculum

Content Area:	Music		
Course Title/ Grade Level:	Grade 6		
Unit 1:	Note Reading and Performance	Weeks:	Full marking period
Unit 2:	Classical Time Period	Weeks:	Approximately 6 weeks
Unit 3:	Broadway Musicals	Weeks:	Approximately 3 weeks
Date Created or Revised:	June 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Note Reading and Performance		Unit #: 1
Course or Grade Level: Sixth		Length of Time: full marking period
Pacing	Marking period long unit	
Essential Questions	What do the symbols in rhythmic and pitch notation sound like? How do we convert the symbols into music?	
Content	<ul style="list-style-type: none"> -whole, dotted half, half, quarter, and eighth notes and rests. - treble clef note names. -keyboard skills -time signatures/conducting -music vocabulary 	
Skills	<ol style="list-style-type: none"> 1. Identify, sing, clap and play on tone chimes, boomwhackers, keyboards and Orff instruments a variety of songs and exercises using all note values up to and including 8th notes as written on the treble clef. 2. Chant, count, clap and tap rhythm exercises using note values up to 8th notes. 2. Sing and play various songs in several time signatures such as 4/4, ¾, and 2/4. 3. Sing and play various songs applying musical terms (tempo, articulations, dynamics, etc.) 	
Assessments	Observation, rubric graded piano performances, multiple graded do nows and classroom assignments, final exam containing questions about note values and note names, and counting rhythm	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students with higher level music skills are often given harder piano music using both hands, treble and bass clef for independent study. • Students with lower level music skills are not graded on the same level as other children, given more assistance with the goal of a basic understanding rather than a deeper understanding. Students may also use resources- notes, posters, etc. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills are utilized when adding note values and comparing divisions of notes. • Students use smartboard to demonstrate their work. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hand outs, smart board, xylophone, pianos and keyboards, tone chimes, rhythm sticks,. 	
2009 NJCCCS		
Standard: 1.1 The Creative Process, 1.3 Performance, 1.4. Aesthetic Responses and Critique		
Strand(s): Music, Critique Methodologies		
Content Statement(s):		CPI # / CPI(s):
Ear training and listening skills		1.1.2.B.1, 1.1.5.B.1
Elements of music		1.1.2.B.2, 1.1.5.B.2
Clap, sing, or play on pitch basic notation		1.3.2.B.1

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Unit Title: Classical Time Period		Unit #: 2
Course or Grade Level: Music Grade 6		Length of Time: approximately 6 weeks
Pacing		
Essential Questions	What are the time periods in music? Why are Haydn, Mozart and Beethoven important in music history? What were their contributions to music? What is the form of the Classical Symphony? What music terminology is relevant during this period?	
Content	- Time periods and time line of world events -Characteristics of the Classical Period -Form and importance of the Classical Symphony -Joseph Haydn -Wolfgang Amadeus Mozart -Ludwig van Beethoven -Themes of famous composers -Music Vocabulary	
Skills	1. Compare the 5 time periods and discuss the evolution of music. 2. Examine the make-up of the Classical Symphony- know it's form. 3. Read about Haydn, discover his contributions to music history and listen to an example of his symphonies. 4. Read about Mozart, discover his contributions to music history and listen to an example of his music. 5. Read about Beethoven, discover his contributions to music history and listen to an example of his music. 6. Define and learn music vocabulary.	
Assessments	Observation, discussion, teacher made tests and quizzes that include listening tests, and class work assignments.	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Special education students are graded according to their reading and writing abilities. • Special education students are often allowed to use their notes for vocabulary related tests. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Students will learn music vocabulary that originated in Latin and Italian. • Students will learn the geography of famous musical cities and countries using map on smart board. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hand outs, web sites, musical recordings, piano, storybook, smart board. 	
2009 NJCCCS		
Standard: 1.1 Creative Process, 1.2 History of Arts, 1.4 Aesthetic Response		
Strand(s): Music, History of the Arts and Culture, Aesthetic Responses		
Content Statement(s):	CPI # / CPI(s):	
Analyze elements of music	1.1.8.B.1	
Compare and contrast forms	1.1.8.B.2	
Historical innovations caused by new technology	1.2.8.A.1	

Analyze form, function and originality	1.4.8.A.7

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Unit Title: Broadway Musicals		Unit #: 3
Course or Grade Level: Music Grade 6		Length of Time: approximately 3 weeks
Pacing		
Essential Questions	What is a musical? What is the difference between a musical, a play, an opera and an oratorio? What makes musicals important pieces of art?	
Content	-History and development of the theatre -Plays, musicals, operas and oratorios -Sports vs opera -"Annie" synopsis	
Skills	1. Read and discuss the history and development of American Musical Theatre. 2. Compare and contrast Football and Opera- note many similarities 3. Define relevant vocabulary. 4. Read and discuss "Annie" synopsis. 5. View movie, answer questions regarding form, mood, characters and plot, integration of music and dialogue.	
Assessments	Discussion/observation, teacher made listening guide, test	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Special education students are permitted to use their vocabulary worksheet as a resource on teacher made test. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Students get a glimpse at life in the 1940's, in New York City, during the Great Depression. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hand outs, VHS tape, smart board, TV/VCR 	
2009 NJCCCS		
Standard: 1.2 History of the Arts, 1.4 Aesthetic Response,		
Strand(s): History of the Arts, Aesthetic Response,		
Content Statement(s):	CPI # / CPI(s):	
Differentiate contemporary works that represent important issues in history	1.2.8.A.2	
Identify works that are used for non-utilitarian purposes	1.4.8.A.2	
Analyze form and function and originality	1.4.8.A.7	