

PERFORMING ARTS DEPARTMENT

GRADE 6 CLASSROOM MUSIC

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning and present a sequence of experiences.

GRADE 6 CLASSROOM MUSIC

Course Frequency: One 45-minute meeting per week

Credits Offered: None

Prerequisites: None

Background to the Curriculum

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning, and present a sequence of experiences.

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

The competency should provide for a musically educated person. A musically educated person can be defined as one who has the ability to perceive, assimilate, and sort musical stimuli intelligently and to participate independently in a musical experience. This individual usually finds ways to use music functionally in his life, either as an active participant or as an intellectually active listener.

In music, as in any other academic discipline, the students will have differing interests and aptitudes, which will affect the level of competency that they will achieve.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening, and creating music.

Ultimately, positive learning should result in the student's ability to:

- a. Perform music alone and with others.
- b. Improvise and create music.
- c. Use the vocabulary and notation of music.
- d. Respond to music with aesthetic judgments.
- e. Continue the music-learning experience independently.
- f. Perform and/or respond to music of ever-widening variety.
- g. Continue musical participation out of school as both a performer and a consumer.

Core Topics/Questions/Concepts/Skills

The APS Music Department offers a sequential model of musical learning to it's students. Throughout the students experience in the music classroom, K-6, musical knowledge is added to and built upon.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening and creating music.

Singing: Students will learn some partial rote songs; songs by note reading; two- and three-part vocal music, rounds, canons and descants; sing songs expressively and in tune; singing with an emphasis on good tone quality, diction and interpretation.

Playing: Band instrument program is continued; all rhythmic and melodic instruments used with songs, accompaniments, and recordings; performances for assemblies and other programs encouraged.

Moving: Students will use singing games; folk dances; improvisation; dramatizations; respond and feel most rhythmic patterns; introduce conducting techniques.

Music Reading: Students will use scales in various keys with syllables, letters and/or numbers; music notation as per Orff-Kodaly; choral type music used; two and three part music sung and read; most songs learned by reading; continue rhythmic and melodic dictation; Threshold to Music Experience Charts.

Listening: Students will identify musical aspects of sound (all types, contrasts); hearing more complex melodic and rhythmic patterns; American Jazz, Picture Music, Ballet Music; form (fugue, sonata, concerto); music of great composers.

Creating: Students will create original compositions; accompaniments using Orff-Schulwerk instruments (use I-IV-V chords); dances; additional verses to songs; ideas for interpretation of songs and music.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Singing: Students will learn some partial rote songs; songs by note reading; two- and three-part vocal music, rounds, canons and descants; sing songs expressively and in tune; singing with an emphasis on good tone quality, diction and interpretation.	Standard 1 – Singing
2] Playing: Band instrument program is continued; all rhythmic and melodic instruments used with songs, accompaniments, and recordings; performances for assemblies and other programs encouraged.	Standard 3 – Playing Instruments
3] Moving: Students will use singing games; folk dances; improvisation; dramatizations; respond and feel most rhythmic patterns; introduce conducting techniques.	Standard 5 – Critical Response
4] Music Reading: Students will use scales in various keys with syllables, letters and/or	

<p>numbers; music notation as per Orff-Kodaly; choral type music used; two- and three-part music sung and read; most songs learned by reading; continue rhythmic and melodic dictation; Threshold to Music Experience Charts.</p> <p>5] Listening: Students will identify musical aspects of sound (all types, contrasts); hearing more complex melodic and rhythmic patterns; American Jazz, Picture Music, Ballet Music; form (fugue, sonata, concerto); music of great composers.</p> <p>6] Creating: Students will create original compositions; accompaniments using Schulwerk instruments (use I-IV-V chords); dances; additional verses to songs; ideas for interpretation of songs and music.</p>	<p>Standard 2 – Reading and Notation</p> <p>Standard 5 – Critical Response</p> <p>Standard 4 – Improvisation and Composition</p>
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Assessment

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

Benchmarks for the APS Gr. 6 Music Curriculum:

Singing: Students will sing to a difficulty level 3 as determined by the MA Arts Curriculum Framework. Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Playing: Show competency on an instrument – including winds, percussion, Orff-Schulwerk, recorder and strings – through the ability to use steady tempo, proper technique and pitch to a level of difficulty of 2. Level 2 – easy; may include changes of tempo, key and meter; modest ranges.

Moving: Through movement, students are able to demonstrate expressiveness, form, meter and rhythm.

Music Reading: Students will read musical notation vocally and instrumentally and in increasingly complex melodic and rhythmic patterns.

Listening: Students will consider a variety of musical styles and idioms from a variety of cultures as a resource for personal listening.

Creating: Students will show understanding by organizing creative thoughts of melodies, accompaniments, rhythms and other musical concepts as learned; e.g., form, rhythm, melody, harmony, etc.

Materials and Resources

- Music Activities integrated into the Social Studies Curriculum: ancient civilizations, Civil War, Olympics
- Music Activities integrated into the Language Arts Curriculum: mythology
- Wide variety of songs with various educational value, discussions of future uses of Music in our lives, well known composers, units and/or activities from teacher requests
- Orff-Kodaly materials