

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p>Form Why is form important to music?</p>	<p>Form -Rondo form (ABACA) -AABA form -Verse-Refrain form -March form</p>	<p>Form -Perform ostinato patterns to show the repeating and contrasting sections of music -Move to show the repeating and contrasting sections of music</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's</p>	<p>-Wikipedia -YouTube -Smart Board</p>
Oct.	<p>Form Why is form important to music?</p> <p>Music History and Culture How do composers vary in style?</p> <p>Rhythm Why is a steady beat important to music?</p>	<p>Form -Rondo form (ABACA) -AABA form -Verse-Refrain form -March form</p> <p>Music History and Culture -Holiday music</p> <p>Rhythm -Steady beat -Tempo -Augmentation -Ostinatos</p>	<p>Form -Perform ostinato patterns to show the repeating and contrasting sections of music -Move to show the repeating and contrasting sections of music</p> <p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p> <p>Rhythm -Clap rhythms -Review note values -Describe the difference between beat and rhythm -Learn about augmentation and perform a song using it. -Add ostinato to a song</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's</p>	<p>-Wikipedia -YouTube -Smart Board</p>

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>Dynamics How can I creatively move to the music I'm hearing?</p> <p>Harmony How do we create harmony in music?</p> <p>Melody How do different pitches affect a song?</p> <p>Tonality What are different ways that music can be written?</p> <p>Reading/Notating Music What are some of the different aspects to reading music?</p> <p>Tone Color How can you vary your vocal and instrumental timbre?</p>	<p>Dynamics -Loud and soft -Crescendo, decrescendo, forte, piano, fortissimo, pianissimo</p> <p>Harmony -2 and 3-part music -Canon</p> <p>Melody -Pitch names</p> <p>Tonality -Minor tonality</p> <p>Reading/Notating Music -Coda</p> <p>Tone Color -Singing -Talking</p>	<p>Dynamics -Learn the terminology, forte and piano, for soft and loud -Create dynamics for a song</p> <p>Harmony -Sing in 2 and 3-parts -Sing in a 4-part canon</p> <p>Melody -Name the pitches in music</p> <p>Tonality -Identify the tonality in a song</p> <p>Reading/Notating Music -Sing a song with a coda</p> <p>Tone Color -Show the difference between singing and speaking voices using songs</p>			
Nov.	<p>Rhythm Why is a steady beat important to music?</p>	<p>Rhythm -Steady beat -Tempo -Augmentation -Ostinatos</p>	<p>Rhythm -Clap rhythms -Review note values -Describe the difference between beat and rhythm -Learn about</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments</p>	<p>-Wikipedia -YouTube -Smart Board</p>

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>Music History and Culture How do composers vary in style?</p>	<p>Music History and Culture -Holiday music</p>	<p>augmentation and perform a song using it -Add vocal and instrumental ostinato to a song</p> <p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p>		-Various CD's	
Dec.	<p>Music History and Culture How do composers vary in style?</p> <p>Sight Singing Can I perform a song at sight?</p> <p>Literacy How does literacy affect music?</p>	<p>Music History and Culture -Holiday music</p> <p>Sight Singing -Singing at first sight</p> <p>Literacy -Landino language</p>	<p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p> <p>Sight Singing -Sing songs using correct posture, dynamics, pitches and breath support at sight</p> <p>Literacy -Sing a song with English and Landino words</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>Reading/Notating Music What are some of the different aspects to reading music?</p> <p>Tonality What are different ways that music can be written?</p> <p>Duration -How many beats are in a group?</p> <p>Harmony How do we create harmony in music?</p>	<p>Reading/Notating Music -Accelerando</p> <p>Tonality -Minor tonality -Major tonality</p> <p>Duration -Meter signature</p> <p>Harmony -Partner song</p>	<p>Reading/Notating Music -Sing accelerando in music</p> <p>Tonality -Identify the tonality in a song</p> <p>Duration -Distinguish number of beats are in a measure; 2, 3, and 4beats in a measure</p> <p>Harmony -Sing a partner song</p>			
Jan.	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Pitch How can we use our voice to show the difference in pitches?</p>	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Pitch -Heavier and lighter registers</p>	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Pitch -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>
Feb.	<p>GRANDPARENT DAY – REHEARSALS</p>	<p>GRANDPARENT DAY – REHEARSALS</p>	<p>GRANDPARENT DAY – REHEARSALS</p>			

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>Pitch How can we use our voice to show the difference in pitches?</p>	<p>Pitch -Heavier and lighter registers</p>	<p>Pitch -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's</p>	<p>-Wikipedia -YouTube -Smart Board</p>
March	<p>Rhythm Why is a steady beat important to music?</p> <p>Literacy How does literacy affect music?</p> <p>Tone Color How can you vary your instrumental timbre?</p>	<p>Rhythm -Steady Beat -Notation -Note duration</p> <p>Literacy -Sound poems</p> <p>Tone Color -Instrumental timbre</p>	<p>Rhythm -Show a steady beat -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Read silences in music; quarter, half & whole rests -Count rhythmic notation -Show the difference between beat and rhythm</p> <p>Literacy -Play instruments while reciting a poem</p> <p>Tone Color -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different timbres of many different instruments</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's -Mallet Madness</p>	<p>-Wikipedia -YouTube -Smart Board</p>

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
	<p>Melody How do different pitches affect a song?</p>	<p>Melody -High pitches and low pitches -Melodic direction: pitches moving up and down</p>	<p>-Explore the different ways to play instruments</p> <p>Melody -Play high and low sounds on barred instruments -Play melodies going up and down</p>			
April	<p>Rhythm Why is a steady beat important to music?</p> <p>Melody How do different pitches affect a song?</p> <p>Literacy How does literacy affect music?</p> <p>Harmony How do we create harmony in music?</p>	<p>Rhythm -Steady Beat -Notation -Ostinatos</p> <p>Melody -High pitches and low pitches -Melodic direction: pitches moving up and down</p> <p>Literacy -Sound poems</p> <p>Harmony -Borduns -2 and 3-part accompaniment</p>	<p>Rhythm -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Perform ostinatos to accompany music -Echo speak a poem in rhythm</p> <p>Melody -Identify and play high and low sounds on barred instruments -Play melodies going up and down</p> <p>Literacy -Play instruments while reciting a poem</p> <p>Harmony -Perform borduns on barred instruments to produce harmony in music</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

Grade 6 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
			-Create 2 and 3-part accompaniment to poems and chants			
May	<p>Reading/Notating Music What are the note names on the treble clef?</p> <p>Melody How do different pitches affect a song?</p> <p>Music History and Culture How do composers vary in style?</p>	<p>Reading/Notating Music -Names of the notes on the treble clef</p> <p>Melody -High, middle and low pitches</p> <p>Music History and Culture -Ludwig von Beethoven</p>	<p>Reading/Notating Music -Identify the notes on the treble clef -Identify notes on lines and notes on spaces</p> <p>Melody -Properly use your singing voice -Sing a partner song while adding body percussion -Sing a song with melodic skips</p> <p>Music History and Culture -Listen to musical examples -Watch the movie, "Beethoven Lives Upstairs"</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p> <p>-Staff Wars</p>