

COURSE TITLE:

VOCAL/GENERAL MUSIC
GRADE 6

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Pierrepont School & Union School
Rutherford, NJ
VOCAL/GENERAL MUSIC GR. 6
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

“Life without music would be a mistake.”

Friedrich Nietzsche (1844-1900)

Music is a subject that touches every aspect of learning and affects every aspect of life. The purpose of music in the middle school is to develop an appreciation of the scope and importance of music as students are exposed to various styles, genres and cultures. Students need to become active listeners and participants in all areas of music, both on and off of the stage, and in and out of the classroom.

In the middle school, we strive to enhance students' enjoyment of music, the appreciation of music as a means of expression, and the acquisition of the skills needed to identify the basic elements of music. Students develop a respect for the performance as well as the performer. To this end, students are provided with many academic activities as well as performance options. These opportunities help them to connect their learning to real world experience and begin a life-long journey as supporters of the arts.

This course will provide an opportunity for further study of music theory, improved vocal technique, and exposure to various styles, artists, and cultural traditions. The course will also include an in-depth study of Western European instruments and their role in the modern orchestra.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2****CAREER AWARENESS, EXPLORATION, AND PREPARATION:**

Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 8.

Students will advance their knowledge and understanding of music theory through:

- Identification of mixed meters.
- Recognition and performance of syncopated rhythms, phrases, slurs and key changes.
- Achieving a basic understanding of chords and how triads are built.
- **Vocal Technique**
Experiment with vocal ranges, develop better tone and breathing skills, begin sight singing and ear training exercises.

- **Styles/Cultural Traditions**

Recognize the sound of specific instruments, articulate differences in tone color between orchestral instruments, and explore the differences between a band and an orchestra. Students will have opportunities to compare orchestral instruments to instruments of other cultures as well as various time periods.

- **Technology**

Students will have access to computers, CD's, the Internet and other technologies to accompany lessons as deemed appropriate.

3. PROFICIENCY LEVELS

This course is designed for all students in Grade 6. Students are expected to increase their interest in performing and gain a deeper understanding and appreciation for cultural differences with regard to music.

4. METHODS OF ASSESSMENT

- **Student/Teacher Assessment**

The teacher will provide a variety of student assessments, including:

- Class participation
- Tests, quizzes
- Projects (group and individual)
- Homework
- Singing in unison and harmony
- Playing instruments
- Participation in various performance activities

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor/principal evaluations
- Suggestions for changes to supervisor

5. GROUPING

This course is designed for students in Grade 6.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course is designed to meet once a week and encompasses one academic year.

7. RESOURCES

Assorted content appropriate songbooks, texts, as well as supplemental materials that include CD's, DVD's, videos, and Internet websites.

8. METHODOLOGIES

- Teacher demonstration
- Teacher presentation of material
- Exposure to various styles of music
- Group activities

9. SUGGESTED ACTIVITIES

- Vocal warm-ups
- Ear-training exercises
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music
- Critique of peer performances
- Group/individual projects
- Choir and band are offered and encouraged for all students in Grade 6.

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share

- cooperative learning groups
- teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

- Social Studies – correlation to historical events
- Math – correlation of note values and fractions
- Science – songs dealing with science curriculum
- Technology – use of computers and the Internet for research
- English – reinforcement of reading skills
- Foreign Language – exposure to songs of other cultures
- Health – use of proper posture and vocal technique
- **Appropriate and competent use of relevant websites and digital software and equipment 8.1.8**
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 6

Class	September	October	November	December	January
Gr. 6 Vocal/General Music	Music Theory - Lines & spaces in treble clef - Note values - Following musical notation on a staff	Music Theory - Sight singing for rhythmic & tonal accuracy - Dynamics - Tempo & tempo markings Spanish Instrument Project Halloween songs Program music - Danse Macabre - Sorcerer's Apprentice	Music Theory -Time signatures 2/4, 3/4, 4/4, 6/8 Families of the Orchestra - Peter and the Wolf Veterans Day songs	December Holiday songs - Chanukah, Kwanzaa, Las Posados Instrument recognition Instrument Bingo	The Orchestra -String Family -Woodwind Family - String and woodwind folk instruments - World instruments project

Class	February	March	April	May	June
Gr. 6 Vocal/General Music	Orchestra - Brass family February Holidays - Songs of friendship - Broadway tunes	-Orchestra - Percussion family - Instrument project Music Bingo World instrument recognition Irish songs	Program Music & Famous Composers -Camille Saint Saens "Carnival of Animals" - George Gershwin "An American in Paris" - Richard Wagner "Wedding March" - Giuseppe Verdi "Anvil Chorus" - Johann Strauss "Blue Danube"	Songs from around the world Jamaica Latin America France Africa	-Review songs from the entire year -Camp songs -American folk songs