

Independent School District of Boise City

General Music - Sixth Grade

District Course #610

The Music Department's philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

To further this purpose, the elementary music curriculum gives children instruction in, and opportunities for, singing, dancing, playing many types of instruments, reading music notation, performing drama pieces, and creating their own music. The music and activities are chosen to teach the rich history and culture of our own country and also of countries around the world. By fully participating in the elementary music curriculum, children will feel the joy and satisfaction that comes from discovering new talents and expanding their cultural horizons.

Adopted Materials

Title: Share the Music

Publisher: McGraw-Hill, 1996

Unit 1	Singing	Ongoing
Unit 2	Rhythm and Theory	Ongoing
Unit 3	Movement	Ongoing
Unit 4	Instruments	Ongoing
Unit 5	Form	Ongoing
Unit 6	History and Culture	Ongoing
Unit 7	Listening	Ongoing
Unit 8	Integrating Arts	Ongoing

Sept., 2005: Information in **bold** indicated new grade-level material.

General Music – Sixth Grade		District Reference 610
Unit No 1	Singing	Ongoing

Instructional Objective		Standard Reference	
610.01 The students will be able to meet the following singing objective:		N-1: a, b, c, d, e 936.01a.1; 936.01a.2; 938.01a.2; 940.01a.2; 940.01a.3; 940.02a.1; 940.02a.2; 940.02a.3; 940.02a.4; 940.03a.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate the ability to sing in head tone with proper breathing, intonation, posture, diction, and responding to the cues of a conductor	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Identify and perform songs with stepwise and skipping movement		TMA, TO
03	Perform 3-part rounds, countermelodies, partner songs, descants, 2 part songs, and ostinati		TMA, TO
04	Sing tunefully within a range of B to E ²		TMA, TO
05	Read and sing Do, Re, Mi, Fa, So, La, Ti, Do ¹ , low So and low La, with hand signs, alone and with others		TMA, TO
06	Read from staff and sing extended repertoire, alone and with others. Include songs from South and Central America, Mexico and Canada.		TMA, TO
07	Sing expressively, with improved control of loud/soft, crescendo, decrescendo, accelerando, and ritard		TMA, TO
08	Sing songs in major, minor, pentatonic and a variety of modes from notation and memory		TMA, TO

General Music – Sixth Grade		District Reference
		610
Unit No 2	Rhythm and Theory	Ongoing

Instructional Objective		Standard Reference	
610.02: The students will be able to meet the following objectives in rhythm and theory:		N-2:a,b,c,d,e,f; 3:b,c,d; 5:a,b,c,d; 6:c,e 938.01a.3; 940.01a.1; 940.01a.2; 940.01a.3; 940.02a.3; 940.02a.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate the ability to match the steady beat of a piece of music at different tempos	1. "Share the Music" Teacher's Editions	TMA, TO

		2. Boise Music Curriculum "Teacher's Resource Guide"	
02	Demonstrate the ability to read, notate and play rhythmic patterns, using syllabic (i.e. ta ti-ti) and numeric counting systems.		TMA, TO
03	Explain, notate and perform 2/4, 3/4 and 4/4, 6/8 , meters, emphasizing patterns of strong/weak. Label meter signatures.		TMA, TO
04	Experience and identify changing meter in musical pieces		
05	Name and notate: staff, lines, spaces, note heads, note stems, treble clef, bar lines, measure, ledger line (middle C), double bar line, repeat sign, time signature, fermata, 1 st and 2 nd endings, fine, DS al fine, DS and DC, bass clef sign.		TMA, TO
06	Review and perform syncopation (eighth/quarter)		TMA, TO
07	Read, notate, and perform So, Mi, La, Do, Re, low So, low La, adding Fa and high Do on the staff in the key of C, F, and G.		TMA, TO
08	Review, notate, and perform absolute pitch names in treble clef. Introduce absolute pitch names in bass clef.		TMA, TO
09	Utilize function of sharps and flats in keys of C, F, and G.		TMA, TO
10	Read, create, and play scales and I, IV, and V triads in C, F and G.		TMA, TO
11	Respond to and describe musical controls using the appropriate symbols and terminology: decrescendo, crescendo, forte, piano, mezzo, ritard, andante, allegro, moderato, adagio, largo, presto, accelerando, accent, staccato, legato		TMA, TO
12	Play and notate "blues scale" with flatted 7th.		

General Music – Sixth Grade		District Reference 610
Unit No 3	Movement	Ongoing

Instructional Objective		Standard Reference	
610.03 The students will be able to meet the following objectives through movement		N-6:b; 9:a 936.02a, 938.02a, 940.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Move to a steady beat, with locomotor and non-	1. "Share the Music"	

	locomotor movement	Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	
02	Perform movement to a song. Add manipulatives and props as appropriate.		TMA, TO
03	Continue use of body percussion as a response to musical elements, i.e. dynamics, rhythms, tempo, etc.		TMA, TO
04	Continue to create structured movement to specific musical examples, i.e. American, Latin American, and Canadian folk dances, etc.		TMA, TO
05	Continue to perform dances of varying origins and formations, with increasing difficulty		
06	Create and perform movement relating to ethnic literature and folk tales		

General Music – Sixth Grade		District Reference 610
Unit No 4	Instruments	Ongoing

Instructional Objective		Standard Reference	
610.04 The students will be able to meet the following objectives while playing instruments.		N-2a,b,c,d; 3a,b,c; 4c; 5a,c 940.01a, 940.02a, 940.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Make and perform appropriate instrument choices to represent characters, words, colors, moods, etc. from classroom instruments. Create layers of timbres and/or grade appropriate compositions.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Read and play short melodic and rhythmic patterns of increasing difficulty. Create layers of rhythmic and melodic patterns as accompaniments, focusing on keeping individual part. Employ question/answer techniques.		TMA, TO
03	Play unpitched and pitched instruments as accompaniments, alone and with others, using correct posture and mallet technique , including bordun (hands together), broken bordun (hands take turns), and cross-over borduns. Employ ostinatos, introductions, and codas.		TMA, TO

04	Correctly name and properly play each instrument used in class.		TMA, TO
05	Play accompaniments using I, IV, V major chords in keys of C, F, & G on available classroom instruments.		
06	Play C, F, & G major scales on available classroom instruments.		
07	Continue melodic reading skills with available classroom instruments, i.e. recorders, keyboards, guitars, tone bells and chimes, etc.		
08	Play and notate “blues scale” with flatted 7th.		

General Music – Sixth Grade		District Reference 610
Unit No 5	Form	Ongoing

Instructional Objective		Standard Reference	
610.05 The students will be able to meet the following objectives in analyzing form.		N-5c; 6a,b,c 936.02a, 938.01a, 940.02a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and perform phrasing in conjunction with a musical sentence with songs of increasing difficulty	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	TMA, TO
02	Perform and aurally identify AB, ABA form, rondo, question/answer, theme and variations, bridge		TMA, TO

General Music – Sixth Grade		District Reference 610
Unit No 6	History and Culture	Ongoing

Instructional Objective		Standard Reference	
610.06 The students will be able to meet the following Humanities objectives.		N-6b; 9a,b,c 936.01a, 936.02a, 938.01a, 938.02a, 938.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Sing, play, listen and move to music of varied cultures.	1. “Share the Music” Teacher’s Editions 2. Boise Music	TMA, TO

		Curriculum “Teacher’s Resource Guide”	
02	Sing and play traditional folk songs and games of America.		TMA, TO
03	Sing expanded repertoire of traditional patriotic and holiday songs. Include songs from Latin America, Mexico, and Canada. Include relevant games and dances.		TMA, TO
04	Explore and listen to music of composers from different style periods. Include relevant biographical information.		TMA, TO
05	Awareness of the terms “Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary.”		TMA, TO

General Music – Sixth Grade		District Reference 610
Unit No 7	Listening	Ongoing

Instructional Objective		Standard Reference	
610.07 The students will be able to meet the following listening objectives.		N-6a,b; 7a; 8a; 9a 936.01a, 936.02a, 938.01a, 938.02a, 938.03a, 940.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify aurally and visually an expanded number of specific orchestral instruments within family groups. Include folk, electric, and ethnic instruments. Compare and contrast how different instruments produce sound.	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	TMA, TO
02	Respond to and distinguish between various styles of orchestral and vocal music through movement, manipulation of props, story-telling, and dramatization.		TMA, TO
03	Observe and distinguish by name solo, duet, trio, quartet, etc.		TMA, TO
04	Observe and distinguish different periods of musical history, including history of American popular music (i.e. jazz, rock, disco, swing, hip-hop)		TMA, TO
05	Demonstrate appropriate concert etiquette (i.e. when to clap, etc.).		TMA, TO

General Music – Sixth Grade		District Reference 610
Unit No 8	Integrating Arts	Ongoing

Instructional Objective		Standard Reference	
610.08 The students will be able to integrate other art forms in the music classroom.		N-8a,b 936.02a, 938.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Dramatize songs and stories from childrens' literature, ethnic literature, or classical music.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	
02	Express the feelings and style of music through movement, drawing, or dramatization.		
03	Compare textures of musical examples to visual art.		
04	Compare phrase and form of musical examples to line and shape of visual art.		
05	Create musical compositions to simulate natural events – i.e. sunrise, volcano, thunderstorm.		
06	Compare and contrast musical selections from a specific style period to works of art from the same period, i.e. Renaissance music and art.		