Grade 6 Visual & Performing Arts  
Music 6

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.

2CE Identify instruments used in Western and world music ensembles.

3CE Identify different functions and uses of music in American and other cultures.

4CE Identify the major periods, genres and composers in the development of Western and non-Western music.

5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* characteristics

**Performance Observation**

* instrument identification
* elements of music

**Cross-Curricular Connections**

* various cultures (social studies)
* composers, historical periods, and genres (history)

Skills

1. Describe distinguishing characteristics of music forms.
2. Identify instruments.
3. Identify different functions/uses of music.
4. Identify the major periods, genres, composers.
5. Distinguish between and among the elements of music.
6. Demonstrate independence.
7. Build knowledge.
8. Respond to demands of audience, task, purpose and discipline.
9. Understand different cultures and perspectives.
10. Comprehend music.
11. Critique music.
12. Value evidence.
13. Engage in collaborative conversations.
14. Demonstrate command of written and spoken English.

Essential Questions

1. How is music a symbolic system of communication?
2. How do composers use organization to create cohesive musical expression?

Standards Vocabulary

1. distinguish

Additional Vocabulary

1. verse
2. refrain
3. ensemble
4. genre
5. Medieval
6. Renaissance
7. Baroque
8. Classical
9. Romantic
10. 20th Century
11. Western music
12. non-Western music

Stage 2: Assessment Evidence

Faith Project

Summative: Research Project

Teacher assesses students' final essays.

Multicultural Music Discussion

Diagnostic: Class Discussion

Teacher listens to students' observations and discussions, and redirects and offers feedback as necessary.

Time Period Diagrams

Summative: Graphic Organizer

Teacher evaluates students' ability to correctly classify time period similarities and differences.

Two Versions of Song

Formative: Graphic Organizer

Students listen to Simon and Garfunkel's "Scarborough Fair" and Apollo's Fire's version of the old Medieval "Scarborough Fayre." Students compare and contrast the two versions in a class discussion, using a graphic organizer to record observations.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project: Faith Project. Students sing a spiritual (i.e., "Didn't My Lord Deliver Daniel?"). They discuss encrypted messages that may be hidden in the lyrics and the role of lyrics in the escape of slaves along the underground railroad. Students research Biblical characters mentioned in the spiritual and write a paragraph comparing the character's faith and their own personal faith.
2. Inquiry/Discussion: Multicultural Music Discussion. Students explore a variety of musical elements, instruments, and stylings of various Western and non-Western cultures (African, Carribbean, Native American, Indonesian, etc.), and discuss how, when, and why they are used.
3. Compare and Contrast: Time Period Diagrams. Students listen to various pieces and create graphic organizers (i.e. KWL charts/Venn diagrams) representing the similarities and differences between the various major periods and correlating compositional styles.
4. Compare and Contrast: Two Versions of Song. Students listen to Simon and Garfunkel's "Scarborough Fair" and Apollo's Fire's version of the old Medieval "Scarborough Fayre." Students compare and contrast the two versions in a class discussion, using a graphic organizer to record observations.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 6 Curriculum Book* by Jeff Kriske and Randy DeLelles  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*Planet Musician: The World Music Sourcebook for Musicians* by Julie Lyonn Lieberman  
*Climbing Jacob's Ladder: Heroes of the Bible in African-American Spirituals* by John Lan  
*On My Journey Now: Looking at African-American History Through the Spirituals* by Nikki Giovanni  
*Children of the World: Folk Songs and Fun Facts from Many Lands, Arranged for Beginning 2-Part Voices* by Tim Hayden

**Documentary**

*Pulse: A Stomp Odyssey*

Resources

* The New York Philharmonic Kidzone (<http://www.nyphilkids.org/main.phtml?>)

Grade 6 Visual & Performing Arts  
Music 6

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.

3PR Improvise, compose and arrange music.

4PR Respond appropriately to the cues of a conductor.

5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* expression
* breath control
* appropriate instrument use
* conductor's cues

Skills

1. Perform with good posture.
2. Perform with breath control.
3. Play instruments.
4. Improvise music.
5. Compose music.
6. Arrange music.
7. Respond appropriately to the cues of a conductor.
8. Read rhythm and melodic patterns.
9. Write rhythm and melodic patterns.
10. Perform rhythm and melodic patterns.
11. Demonstrate independence.
12. Build knowledge of music.
13. Respond to demands of audience, task, purpose, and discipline.
14. Value evidence.
15. Understand different cultures and perspectives.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate

Additional Vocabulary

1. 6/8 meter
2. complex rhythm

Stage 2: Assessment Evidence

Cultural Singing

Formative: Aural Assessment

Teacher evaluates the accuracy of the students' performance and their use of good posture and breath control.

Battle of the Bands

Formative: Aural Assessment

Teacher and class evaluate bands' performances based on music elements, such as tempo, rhythm, balance, etc.

Set a Poem to Music

Summative: Writing Assignment

Students choose a poem or nursery rhyme and write their own music to go along with it. Students take turns performing their music to the class.

Math Rap

Summative: Writing Assignment

Students choose a math concept they are studying and write a rap or other song to help students memorize facts. Students perform the rap or song for the class.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice/Demonstrate: Cultural Singing. Students learn musical selections which represent various Western or non-Western cultures (i.e.. African, Caribbean, Native American, Indonesian, etc.), and then sing the cultural selections with good posture and breath control.
2. Drill and Practice/Demonstrate: Battle of the Bands. Groups of students select non-pitched percussion instruments for their "band" and practice the assigned piece which represents one of various Western or non-Western cultures (i.e., African, Caribbean, Native American, Indonesian, etc.). After practice, each "band" performs and is evaluated based on music elements such as tempo, rhythm, balance, etc.
3. Creativity: Set a Poem to Music. Students choose a poem or nursery rhyme and write their own music to go along with it. Students take turns performing their music to the class. (See Links for more details.)
4. Creativity: Math Rap. Students choose a math concept they are studying and write a rap or other song to help students memorize facts. Students perform the rap or song for the class.

Resources

* Set a Poem to Music (<https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Set_a_Poem_to_Music#Instruction>)

Resources

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2. **Literature Connections**  
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   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*Planet Musician: The World Music Sourcebook for Musicians* by Julie Lyonn Lieberman  
*Hip Hop Speaks to Children: A Celebration of Poetry with a Beat (A Poetry Speaks Experience)* by Nikki Giovanni  
*When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop (Coretta Scott King - John Steptoe Award for New Talent)* by Laban Carrick Hill  
*Kids Pick The Funniest Poems* by Bruce Lansky

Resources

* Putumayo Music (<http://www.putumayo.com>)

Grade 6 Visual & Performing Arts  
Music 6

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

2RE Reflect on a variety of live or recorded music performances.

3RE Communicate the importance of music in everyday life.

4RE Describe ways that music relates to other art forms using appropriate terminology.

5RE Compare and contrast subject matter common to music and other subject areas.

6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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Content

**Performance Observation**

* performance critique

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)
* careers (social studies)
* music in culture (social studies)

Skills

1. Reflect on music performances.
2. Communicate the importance of music.
3. Describe ways that music relates to other art forms.
4. Compare and contrast subject matter common to music and other subject areas.
5. Explain skills developed in music.
6. Apply skills developed in music.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose, and discipline.
10. Comprehend music.
11. Critique music.
12. Value evidence.
13. Understand different cultures and perspectives.
14. Engage in collaborative conversations.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. communicate
2. compare
3. contrast

Additional Vocabulary

*Continue to apply and develop prior vocabulary.*

Stage 2: Assessment Evidence

Listening Journal

Formative: Response Journal

Teacher assesses students' accurate use of music vocabulary.

Music in Our Lives

Formative: Class Discussion

Teacher guides class discussion and responses to direct students toward the importance of music and its disciplines in our daily lives.

The Arts and Music

Diagnostic: Class Discussion

Teacher guides discussion and responses and assesses accurate use of terminology to connect music with various art forms.

Math and Music

Formative: Graphic Organizer

Using a graphic organizer, students compare and contrast the use of fractions in both math and music.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Journal: Listening Journal. Students are provided a list of musical elements and terms. While listening to a piece of music, they are required to write a reflection using terms from the vocabulary list.
2. Think, Pair, Share: Music in Our Lives. Students individually consider what life would be like if there were no music in their daily lives and write a brief response. Students are then paired and share their reflection with their partner. A class discussion follows.
3. Guided and Shared: The Arts and Music. Students discuss the relationship that music has with other art forms (dance, visual art, drama). The teacher will provide common terms and ideas.
4. Graphic Organizer: Math and Music. Using a graphic organizer, students compare and contrast the use of fractions in both math and music.
5. Compare and Contrast: Music and Architecture. Students compare the architectural symmetry of the Parthenon to the form of classical music in a class discussion. (See Link.)

Resources

* 3-D Ancient Wonders: The Parthenon (<http://www.3dancientwonders.com/3d_parthenon_virtualreality.php>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 6 Curriculum Book* by Jeff Kriske and Randy DeLelles  
   *The Parthenon: The Height of Greek Civilization (Wonders of the World Book)* by Elizabeth Mann

*Parthenon* by Lynn Curlee  
*Explore the Parthenon: An Ancient Greek Temple and Its Sculptures* by Ian Jenkins and Kate Morton

Resources

* Dallas Symphony Orchestra Listening Resource (<http://www.dsokids.com/listen/by-composer.aspx>)

Grade 6 Visual & Performing Arts  
Music 6

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.

2CE Identify instruments used in Western and world music ensembles.

3CE Identify different functions and uses of music in American and other cultures.

4CE Identify the major periods, genres and composers in the development of Western and non-Western music.

5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.

6CE Describe roles and skills musicians assume in various cultures and settings.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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Content

**Form**

* characteristics

**Performance Observation**

* instrument identification
* elements of music
* roles of musicians
* skills of musicians

**Cross-Curricular Connections**

* various cultures (social studies)
* composers, historical periods, and genres (history)

Skills

1. Describe distinguishing characteristics of music forms.
2. Identify instruments.
3. Identify different functions/uses of music.
4. Identify the major periods, genres, composers.
5. Distinguish between and among the elements of music.
6. Describe roles and skills of musicians.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose and discipline.
10. Understand different cultures and perspectives.
11. Comprehend music.
12. Critique music.
13. Value evidence.
14. Engage in collaborative conversations.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. distinguish

Additional Vocabulary

1. verse
2. refrain
3. ensemble
4. genre
5. Medieval
6. Renaissance
7. Baroque
8. Classical
9. Romantic
10. 20th Century
11. Western music
12. non-Western music
13. skill of musician

Stage 2: Assessment Evidence

Composer Project

Summative: Technology Project

Teacher assesses completed project.

Multicultural Music Discussion

Formative: Class Discussion

Teacher listens to students' observations and discussions, and redirects and offers feedback as necessary.

Composer Game Show Project

Summative: Cooperative Group Work

Teacher assesses students' ability to effectively teach the class about their assigned composer, including the content, visuals, preparation and delivery, and their teamwork.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project: Composer Project. Students select and research a composer of their choice. Students individually create a "Farcebook" page for the composer using the linked template under Assessment to display their findings.
2. Inquiry/Discussion: Multicultural Music Discussion. Students research and explore the roles of musicians in various Western and non-Western cultures (African, Carribbean, Native American, Indonesian, etc.). They discuss their findings as a class.
3. Collaborative Learning: Composer Game Show Project. In small groups, students are assigned a composer from one of the major time periods (i.e., Romantic) and create and "perform" a game show utilizing technology to effectively teach the class about the assigned composer. See website linked under Learning Experiences for more information and document linked under Assessments for rubric.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
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   *World Rhythms* by John Higgins and Brad Shank  
   *Planet Musician: The World Music Sourcebook for Musicians* by Julie Lyonn Lieberman

*Who Was Wolfgang Amadeus Mozart? (Who Was...?)* by Yona Z. McDonough  
*Roots and Branches: A Legacy of Multicultural Music for Children (Book and CD)* by Patricia Shehan Campbell, Ellen McCullough-Brabson, and Judith Cook Tucker

Resources

* Classics for Kids (<http://www.classicsforkids.com/composers/composers_atoz.asp>)

Grade 6 Visual & Performing Arts  
Music 6

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.

3PR Improvise, compose and arrange music.

4PR Respond appropriately to the cues of a conductor.

5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

6PR Attend live performances and demonstrate appropriate audience etiquette.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* expression
* breath control
* appropriate instrument use
* conductor's cues

**Performance Observation**

* attendance
* etiquette

Skills

1. Perform with good posture.
2. Perform with breath control.
3. Play instruments.
4. Improvise music.
5. Compose music.
6. Arrange music.
7. Respond appropriately to the cues of a conductor.
8. Read rhythm and melodic patterns.
9. Write rhythm and melodic patterns.
10. Perform rhythm and melodic patterns.
11. Attend live performances.
12. Demonstrate appropriate audience etiquette.
13. Demonstrate independence.
14. Build knowledge of music.
15. Respond to demands of audience, task, purpose, and discipline.
16. Comprehend music.
17. Critique music.
18. Value evidence.
19. Understand different cultures and perspectives.
20. Engage effectively in collaborative discussion.
21. Adapt speech to a variety of contexts and tasks.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate

Additional Vocabulary

1. 6/8 meter
2. complex rhythm

Stage 2: Assessment Evidence

Cultural Composition

Summative: Music Comprehension

Teacher assesses the students' compositions for correct rhythms and musical elements specific to the culture. Teacher also assesses the performance of the composition for the accuracy of the rhythms and performance technique.

Cultural Singing

Summative: Performance

Teacher assesses students' performance of cultural selection based on musical elements and vocal technique.

African Gahu

Summative: Performance

Students learn lyrics and melody to "African Gahu," arranged by Kathy Armstrong. Students learn percussion parts on congas, gongkogi, ahatches, or any available percussion instruments. Students learn dance movements in cooperation with dance teacher, if applicable. After all parts are learned, divide the chorus/class into groups and assign parts for performance. In cooperation with the art teacher, students may hand paint fabric to wear as ceremonial costumes for the performance or to use in decorating drums.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning: Cultural Composition. Students are divided into groups. Each group is directed to create a composition that represents one of the various Western or non-Western cultures (i.e., African, Caribbean, Native American, Indonesian, etc.) previously studied, to be performed on classroom instruments.
2. Demonstration: Cultural Singing. Students are divided into groups. Each group learns a vocal musical selection which represents one of the various Western or non-Western cultures (i.e., African, Caribbean, Native American, Indonesian, etc.). Each group sings their selection for the class and is evaluated based on musical elements, such as appropriate dynamics, tempo, rhythm, etc., as well as vocal technique.
3. Cultural Performance. African Gahu. Students learn lyrics and melody to "African Gahu," arranged by Kathy Armstrong. Students learn percussion parts on congas, gongkogi, ahatches, or any available percussion instruments. Students learn dance movements in cooperation with dance teacher, if applicable. After all parts are learned, divide the chorus/class into groups and assign parts for performance. In cooperation with the art teacher, students may hand paint fabric to wear as ceremonial costumes for the performance or to use in decorating drums.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 6 Curriculum Book* by Jeff Kriske and Randy DeLelles  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*Children of the World: Folk Songs and Fun Facts from Many Lands, Arranged for Beginning 2-Part Voices* by Tim Hayden  
*World Grooves: Elemental Rhythms From Around the Globe (Book CD)* by Tom Anderson  
*Slap Happy: How to Play World-Beat Rhythms with Just Your Body and a Buddy* by Alan Dworsky

Resources

* ArtsEdge (<https://artsedge.kennedy-center.org/educators/lessons>)

Grade 6 Visual & Performing Arts  
Music 6

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing

Text Types and Purposes1 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 6 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.

2RE Reflect on a variety of live or recorded music performances.

3RE Communicate the importance of music in everyday life.

4RE Describe ways that music relates to other art forms using appropriate terminology.

5RE Compare and contrast subject matter common to music and other subject areas.

6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* performance critique

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)
* careers (social studies)
* music in culture (social studies)

Skills

1. Reflect on music performances.
2. Communicate the importance of music.
3. Describe ways that music relates to other art forms.
4. Compare and contrast subject matter common to music and other subject areas.
5. Explain skills developed in music.
6. Apply skills developed in music.
7. Develop criteria to evaluate performances.
8. Demonstrate independence.
9. Build knowledge.
10. Respond to demands of audience, task, purpose and discipline.
11. Understand different cultures and perspectives.
12. Comprehend music.
13. Critique music.
14. Value evidence.
15. Engage in collaborative conversations.
16. Demonstrate command of written and spoken English.
17. Write arguments to support claims.
18. Produce clear and coherent writing.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. communicate
2. compare
3. contrast
4. evaluate
5. develop criteria

Additional Vocabulary

*Continue to apply and develop prior vocabulary.*

Stage 2: Assessment Evidence

Music and Literature

Summative: Graphic Organizer

Teacher accurately assesses students' Venn diagrams comparing and contrasting common terms used in both music and literature.

Partner Performance Critique

Formative: Peer Assessment

Teacher assesses accuracy of criteria used in peer evaluation of classroom instrument performances.

Music in Our Lives

Summative: Persuasive Writing

Teacher assesses effectiveness of students' responses to the writing prompt regarding the importance of music in daily life.

Religious Music

Formative: Class Discussion

Students choose a favorite hymn or song from Mass and write a reflection on how that music has made them feel in the context of a religious ceremony. They then share their thoughts with the class.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Concept Mapping: Music and Literature. Students discuss subject matter that is common between music and another subject (i.e., literature, math, history). The students create a Venn diagram comparing and contrasting how the terms are used within the subject area (i.e., literature and music: phrase, form, sequence, theme, resolution, exposition).
2. Peer Partner Learning: Partner Performance Critique. Students create criteria, based on a class discussion of musical elements and techniques, for critiquing performances on classroom instruments. Students apply their criteria as they critique their partner's performance.
3. Writing to Persuade: Music in Our Lives. Students are given a writing prompt regarding the importance of music in daily life, particularly one's religious life. (i.e., You meet a person who rarely listens to music. Persuade him/her why it is important that he/she should incorporate it into his/her daily life by using examples from your own life.).
4. Reflective Writing/Discussion: Religious Music. Students choose a favorite hymn or song from Mass and write a reflection on how that music has made them feel in the context of a religious ceremony. They then share their thoughts with the class.
5. Discussion: The Science of Sound. Using the website in Links, students discuss the science of sound, specifically pitch and acoustics.

Resources

* Ducksters: The Science of Sound (<http://www.ducksters.com/science/sound102.php>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 6 Curriculum Book* by Jeff Kriske and Randy DeLelles

*Listening to Music Elements Age 7+: Active Listening Materials to Support a Primary Music Scheme (Music Express Extra)* by Helen MacGregor and Stephen Chadwick  
*Tabletop ScientistThe Science of Sound: Projects and Experiments with Music and Sound Waves* by Steve Parker

Resources

* Art and Music Terminology (<http://www.incredibleart.org/files/art-music.htm>)