

Grade 6 – General Music - Curriculum Calendar

**2015-
2016**

		Labor Day 9/7	September	October	Superintendent's Day 10/9	Columbus Day 10/12
Subject:	Unit Big Idea:	Labor Day 9/7	<ul style="list-style-type: none"> Rituals and Routines Traditional Music "Patriotic" 	<ul style="list-style-type: none"> Recorder Melody and Rhythm Seasonal (Autumn/Halloween etc.) 	Superintendent's Day 10/9	Columbus Day 10/12
	Understandings:		<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 	<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 		
	Key Unit Skills/Content:		<ul style="list-style-type: none"> Follow directions Style (classical/march) Listen Sing Describe Connect Timbre Movement 	<ul style="list-style-type: none"> Play the recorder Note recognition (pitch) Rhythm reading (rhythm) Style 		

		Veteran's Day 11/11	Thanksgiving 11/25 – 11/27	November	December	Winter Recess 12/23 – 1/1
Subject:	Unit Big Idea:	Veteran's Day 11/11	Thanksgiving 11/25 – 11/27	<ul style="list-style-type: none"> Form Native American Seasonal (Thanksgiving) Recorder continued (pitch and rhythm) 	<ul style="list-style-type: none"> Form Timbre Seasonal Orchestral Music (Nutcracker) Seasonal (World Holidays) Recorder continued (pitch and rhythm) 	Winter Recess 12/23 – 1/1
	Understandings:			<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 	<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 	
	Key Unit Skills/Content:			<ul style="list-style-type: none"> Connect Listen Sing Play 	<ul style="list-style-type: none"> Sing Listen Describe Connect Perform 	

		January		February	
Subject:	Unit Big Idea:	<ul style="list-style-type: none"> • Musical Notation (Rhythmic) • Music History “Cups (When I’m Gone)” • Parody “The Leader In Me” • Jingle 	Martin Luther King Jr. Day 1/18 Upper School: Exams 1/26-1/29	<ul style="list-style-type: none"> • Careers in Music • Black History Month • African American Composers/Musicians 	February Recess 2/15-2/19
	Understandings:	<ul style="list-style-type: none"> • SEE ATTACHED LIST BELOW 		<ul style="list-style-type: none"> • SEE ATTACHED LIST BELOW 	
	Key Unit Skills/Content:	<ul style="list-style-type: none"> • Sing • Play • Connect • Perform • Create • Move 		<ul style="list-style-type: none"> • Listen • Describe • Analyze • Perform 	

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**2015-
2016**

		March	April					
Subject:	Unit Big Idea:	<ul style="list-style-type: none"> Recorder continued (pitch and rhythm) Form Expression Style 	<ul style="list-style-type: none"> Recorder continued (pitch, rhythm and form) Recorder composition Perform 	Spring Recess 3/25-4/1	NYS ELA Testing 4/5-4/7	NYESLAT Test (Speaking) 4/12-5/13	NYS Math Testing 4/13-4/15	Superintendent's Conference Day 4/22
	Understandings:	<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 	<ul style="list-style-type: none"> SEE ATTACHED LIST BELOW 					
	Key Unit Skills/Content:	<ul style="list-style-type: none"> Sing Listen Create Describe Analyze 	<ul style="list-style-type: none"> Sing Play Create Improvise Read Compose 					

		May	June						
Subject:	Unit Big Idea:	<ul style="list-style-type: none"> Musical Theater Genre/style Social/cultural context 	<ul style="list-style-type: none"> Perform Review for assessment 	NYESLAT (Listening/Reading/Writing) 5/2-5/13	Advanced Placement Exams 5/2-5/13	Memorial Day 6/1	NYS Science Test (written) 6/8	Upper School: Regents/Local Exams 6/14-6/22	Half Day: Pre-K-12 Students and Teachers 6/23
	Understandings:	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 						
	Key Unit Skills/Content:	<ul style="list-style-type: none"> Listen Sing Describe Analyze Connect 	<ul style="list-style-type: none"> Perform Create Listen 						

Source: <http://www.nafme.org/my-classroom/standards/core-music-standards/>

CREATING

Imagine

Generate musical ideas for various purposes and contexts.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Plan and Make

Select and develop musical ideas for defined purposes and contexts.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Evaluate and Refine

Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Present

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

PERFORMING

Select

Select varied musical works to present based on interest, knowledge, technical skill, and context. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Analyze

Analyze the structure and context of varied musical works and their implications for performance. Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Interpret

Develop personal interpretations that consider creators' intent.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Rehearse, Evaluate and Refine

Evaluate and refine personal and ensemble performances, individually or in collaboration with others. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Present

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

Select

Choose music appropriate for a specific purpose or context.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Analyze

Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Interpret

Support interpretations of musical works that reflect creators'/performers' expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern musical creators' and performers' expressive intent?

Evaluate

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CONNECTING

Connect #10

Synthesize and relate knowledge and personal experiences to make music.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Connect #11

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.