

**WILSON AREA SCHOOL DISTRICT  
PLANNED COURSE GUIDE**

**Title of planned course:** Music Grade 6

**Subject Area:** Music

**Grade Level:** 6th

**Course Description:** This course will build on skills learned in grade 5 and focus on music from other countries / cultures as well as the basics of orchestra.

**Time/Credit for this Course:** 6 weeks (30 classes)

**Curriculum Writing Committee:** Sandra Partington

# WILSON AREA SCHOOL DISTRICT PLANNED COURSE MATERIALS

**Course Title:** Music Grade 6

**Textbook:** Making Music 6  
World of Music 6

**Supplemental Books:** Music Alive Magazine

**Teacher Resources:**

- Internet
- Teacher Tube
- You Tube – Educational
- Orchestra DVD
- Teacher Generated Materials
- Teacher Music Samples – IPOD
- Teacher Acquired Materials

## CURRICULUM MAP

**Week 1:** Introduction to 6th Grade Music  
Review of Basics  
“Lean on Me”

**Week 2:** “Lean On Me”  
Music from Around the World

**Week 3:** Music from Around the World

**Week 4:** Music from Around the World

**Week 5:** Orchestra

**Week 6:** Pentatonic Scale

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 6

**Unit:** Basic Review

**Time Frame:** 3 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Sit in appropriate singing position
- Identify notes, rests and musical notation
- Identify instruments in the song
- Perform the song

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing a song
- Identify instruments in the song by signaling
- Compare the cover to an original

**Extensions:**

- Identify instrumentation in current music
- Identify other pieces by the same artist
- Recognize the form of most current music

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Solo singing and singing in groups

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- Solo and group performance

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 6

**Unit:** Lean On Me

**Time Frame:** 3 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.E, 9.1.8.F, 9.1.8.J, 9.2.8.K, 9.3.8.C, 9.3.8.D, 9.3.8.E, 9.3.8.G

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Perform a specific song
- Play the verse of specific song on the bells or piano
- Follow melodic and rhythmic notation
- Identify the form of music
- Improvise at the bridge of a song
- Compare and contrast versions of the same song

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing a song
- Follow melodic and rhythmic notation on the board
- Play the verse of specific song on the bells or piano
- Compare cover rendition to original pieces

**Extensions:**

- Identify other covers of the song
- Identify other pieces by the same artist
- Recognize the same form in current music
- Improvise and harmonize throughout the song

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Solo singing and singing in groups

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- You Tube and Teacher Tube
- Bells



**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- Solo and group performance

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 6

**Unit:** Music Around the World

**Time Frame:** 14 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.C, 9.2.8.F, 9.2.8.G, 9.2.8.J, 9.2.8.K, 9.3.8.B, 9.3.8.C

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Perform songs in unison, call and response, 2 part and 3 part
- Follow melodic and rhythmic notation and musical symbols
- Identify the form of music
- Identify instrumentation both traditional and ethnic
- Perform traditional and non traditional movement to music
- Perform in various languages with teacher modeling
- Perform basic rhythm patterns with percussion instrument

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing a song in both English and native languages
- Follow melodic and rhythmic notation of the song
- Identify instrumentation – both traditional and ethnic
- Dance and move to pieces from different cultures
- Recognize the role of music in other cultures through discussion
- Play percussion instruments with basic rhythm patterns

**Extensions:**

- Identify other music from around the world
- Compare music from other cultures
- Recognize cultural influences on current music

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Solo singing and singing in groups

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD



- You Tube and Teacher Tube

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- Solo and group performance
- End of the Unit test

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 6

**Unit:** Orchestra

**Time Frame:** 6 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.G, 9.1.8.I, 9.1.8.J

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify instrumentation by the 4 families in the orchestra
- Recognize similar characteristics in the instruments in each family
- Identify pitched and nonpitched percussion instruments
- Understand the role of the conductor in an orchestra

**Core Activities:** Students will complete/participate in the following:

- Identify instrumentation visually and aurally
- List the instruments in the orchestra by family
- Complete pretest on the board
- Complete a worksheet while watching a DVD on the orchestra

**Extensions:**

- Perform on band instruments for the class
- Identify orchestra instruments in other genres
- Identify examples of featured solo orchestra instruments

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Complete pretest on the board
- Teacher lecture and demonstration
- Student demonstration
- Completing a worksheet accompanying a DVD

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- You Tube and Teacher Tube
- DVD

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- Worksheet
- End of the Unit test

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 6

**Unit:** Pentatonic Scale

**Time Frame:** 3 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.2.8.I, 9.2.8.J, 9.3.8.B, 9.3.8.C

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Define the word pentatonic
- Perform a pentatonic song
- Play the pentatonic song on the bells or piano
- Perform the traditional American Indian motions to the song
- Identify the key change in the song

**Core Activities:** Students will complete/participate in the following:

- Listen, Model and perform the song
- Perform the traditional movements with the song
- Play the song on bells or the piano
- Accompany the song with a basic harmony

**Extensions:**

- Perform other pentatonic songs
- Compose a pentatonic song
- Identify other pentatonic songs

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher guided performance
- Teacher bells demonstration

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Bells

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation

- Solo and group performance