

Content: General Music	Grade or Course: 6	Date Developed: 7/21/20
Overview: The focus in grade 6 is to provide students with understanding of musical terminology and the continued study of the elements of music with an emphasis on arranging music through group work. Each student will have an introduction to basic guitar chords and rhythms. Students work through exploration and learn how to work as a team of students to be a part of a musical group to make musical decisions. Students will be guided through a series of small group projects that will engage the learner in a multitude of creativity and musicality.		
Essential Questions: How do musicians make creative decisions? How do performers select repertoire? How do musicians improve the quality of their performance? How do individuals choose music to experience? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
EO's addressed to proficiency level: Disciplinary Literacy -Translate musical notation and terminology into sound -Translate sound into musical notation and terminology Creation, Performance, Expression -Perform varied repertoire of genres and cultures -Demonstrates proper technique and expression Aesthetics and Criticism -Reflect on one's own musical performance -Evaluate and critique musical performances of others Creative Problem Solving - Music -Create arrangement -Improvise on a given theme Connections - Music -Set goals related to time management, interpersonal interaction, collaboration and skill development that will lead to musical success		

Standards:

#MU:Cn10.0 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr3.1.6

- a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr2.1.6

- a. Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr3.2.6

Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Pr5.1.6

- a. Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr6.1.6

- a. Perform the music with technical accuracy to convey the creator's intent.
- b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

MU:Re9.1.6

Apply teacher-provided criteria to evaluate musical works or performances.

Units:

Creating an Ostinato and on performing on Amadindas
Introduction to acoustic Guitar technique
Writing Musical Parodies and Piggyback Songs
Small ensemble arrangements and theory for voices and guitar

Assessments:

Teacher generated rubrics, checklists, and assessments
Ostinato Performance Assessment
Guitar and voices arrangement Assessment