


**SMMUSD VAPA CURRICULUM for Sixth GRADE**

	<p align="center"><b>CONTENT GOAL</b></p>	<p align="center"><b>ACTIVITIES/ SKILLS</b></p>	<p align="center"><b>MATERIALS/ RESOURCES</b></p>	<p align="center"><b>ASSESSMENTS</b></p>
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**STANDARD 1: ARTISTIC PERCEPTION:** Processing, analyzing, and responding to sensory information through the language and skills unique to music

<p align="center"><b>ARTISTIC PERCEPTION</b></p>	<p>1.1 Students will read, write, and perform intervals and triads</p> <p>1.2 Students will understand music notation such as pitch, dynamic and tem. markings</p> <p>1.3 Students will transcribe aural examples into rhythmic notation</p> <p>1.4 Students will be able to sight-read at difficulty level 1 (1 – 6) in their appropriate clef</p> <p><i>Listen to, Analyze, and Describe</i></p> <p>1.5 Students will analyze and compare the use of musical elements representing various cultures emphasizing meter and rhythm</p> <p>1.6 Students will describe larger music forms (i.e. concertos, etc.)</p>	<p>Participate in daily rehearsals using level-appropriate literature and warm-ups</p> <p>Perform in concerts/festivals/ performances</p> <p>Students will acquire basic knowledge of the piano keyboard</p> <p>Rhythmic dictation</p> <p>Students will analyze/discuss the use of musical elements in the music they are learning in class</p> <p>Students will be asked to identify a particular form and be able to understand how that form is comprised</p> <p>Students will write and perform short musical examples demonstrating given intervals and triads</p> <p>Students will listen to recordings of different types of musical form and discuss the elements of each example</p>	<p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature</p> <p>Music manuscript paper</p> <p>Compositional software</p> <p>Music Theory software (keyboard)</p> <p>Music scores for analyzation</p> <p>Recordings of different types of musical form.</p> <p>Rubrics to evaluate</p> <p>Standards of Excellence, Bruce Pearson</p> <p>Melodia, Cole-Lewis</p> <p>Introductory Musicianship, Lynn</p> <p>Ready-to-Use Music Activities, Adair</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>
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	<b>STANDARD 1: ARTISTIC PERCEPTION:</b> Processing, analyzing, and responding to sensory information through the language and skills unique to music			
		Practice of Curwen Hand Signals and Kodaly Solfege syllables  Students participate in clapping and counting exercises  Students participate in melodic reading exercises	Hal Leonard’s Rhythm and Melody Flash cards, Hal Leonard  A Choral Approach to Sight Singing by Eilers and Crocker  Alfred’s Essentials of Music Theory, Alfred Publishing	


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**STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music**

<p align="center"><b>CREATIVE EXPRESSION</b></p>	<p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 <i>Students will be perform a repertoire of literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, good posture, tone quality, and vowel shape (difficulty level: 1 (1-6))</i></p> <p>2.2 Students will be able to perform music in unison and two part harmony</p> <p>2.3 Students will be able to perform a varied repertoire of music literature</p> <p><i>Compose, Arrange and Improvise</i></p> <p>2.4 Students will be able to compose short pieces in duple and triple meters</p> <p>2.5 Students will be able to arrange simple pieces for voices or instruments using traditional sources of sound</p> <p>2.6 Students will be able to improvise simple melodies</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Students will break up into groups of two to perform duets for the class</p> <p>Students will write a short musical example of 12-24 measures and perform it for the class</p> <p>Students will rearrange an assigned song for voices and/ or instruments</p> <p>Students will be asked to improvise a new melody over existing chords found in a piece learned in class</p> <p>Guest arrangers/improvisers share their talent and expertise with students</p> <p>Students will learn and perform a solo</p> <p>Students will draw and label the parts of their instruments and practice their scales and warm ups daily</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality, level appropriate music literature</p> <p>Compositional software</p> <p>White/Chalk board</p> <p>Music manuscript paper</p> <p>Recordings of improvisations</p> <p>Guest arrangers/improvisers</p> <p>Alfred’s Essentials of Music Theory, Alfred</p> <p>Practice sheets, scale sheets</p> <p>Teaching Kids to Sing, K. Phillips</p> <p>Working with the Adolescent Voice, J. Cooksey</p> <p>The complete Secondary Choral Music Guide, D. Roach</p> <p>The Structure of Singing, R. Miller</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p> <p>Weekly practice reports</p>
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<b>STANDARD 3: HISTORICAL AND CULTURAL CONTEXT:</b> Understanding the Historical Contributions and Cultural Dimensions of Music				
<b>HISTORICAL AND CULTURAL CONTEXT</b>	<p><i>Role of music</i></p> <p>3.1 Students will compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians</p> <p>3.2 Students will listen to and describe the role of music in ancient civilizations (e.g. Chinese, Egyptian, Greek, Indian and Roman)</p> <p><i>Diversity of Music</i></p> <p>3.3 Students will describe distinguishing characteristics of representative musical genres and styles from two or more cultures</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Students will write a pre-page report comparing and contrasting two or more cultures and the functions of music within that culture</p> <p>Students will listen to music from other cultures and describe similarities and differences with western music</p> <p>Students will listen to or perform music from different styles, genres and cultures and be able to classify the piece by understanding the characteristics found in each</p> <p>Guest speakers/ performers/ conductors will visit the classroom to discuss and exhibit music from various culture styles and genres</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature from a various number of cultures</p> <p>Recordings of numerous types of music from other cultures around the world.</p> <p>Guest speakers/ performers/ conductors</p> <p>Choral Insights, Ruth Whitlock</p> <p>The Folk Song Sight-Singing Series, Oxford</p> <p>Funding/Transportation to attend live performances</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>


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**STANDARD 3: HISTORICAL AND CULTURAL CONTEXT:** Understanding the historical contributions and cultural dimensions of music

	<p>3.4 Students will listen to, describe, and perform music of various styles from a variety of cultures</p> <p>3.5 Students will classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary</p>	<p>Students will attend live performances with their class</p> <p>Students will perform pieces in various foreign languages</p>	<p>Making Music Your Own, Silver Burdett</p>	
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**STANDARD 4: AESTHETIC VALUING:** Responding to, analyzing, and critiquing theatrical experiences.

<p align="center"><b>AESTHETIC VALUING</b></p>	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Students will develop criteria for evaluation the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <p><i>Derive Meaning</i></p> <p>4.2 Students will explain how various aesthetic qualities convey images, feeling or emotion.</p> <p>4.3 Students will identify aesthetic qualities in a specific musical work.</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Students are asked to write and participate in class discussions about how to evaluate a quality performance.</p> <p>Students are asked to change the aesthetic qualities of a piece of music to convey a different feeling or emotion.</p> <p>Guest lecturers/ composers/ conductors will visit to share their knowledge about aesthetic qualities found in music and how they convey emotion and feeling.</p> <p>Students must attend a concert other than their own and write a one-page report/evaluation of the performance with specific criteria and discuss the aesthetic qualities observed as well.</p> <p>Students will attend live performances with their class</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature</p> <p>Recordings of numerous types of music.</p> <p>Guest speakers/ performers/ conductors</p> <p>Something to Sing About, G. Schirmer</p> <p>Making Music Your Own, S. Burdett</p> <p>Music Journal Topics, McDonald</p> <p>Funding/Transportation to attend live performances</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>
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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connection and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<p align="center"><b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b></p>	<p><i>Connections and Applications</i></p> <p>5.1 Students will describe how knowledge of music connects to learning in other subject areas.</p> <p><i>Careers and Career- related skills</i></p> <p>5.2 Students will identify career pathways in music</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Guest speakers will share their background/expertise with careers in music.</p> <p>Students are given a packet with hundreds of music related jobs and they are asked to discuss the qualities/ skills needed to succeed in a chosen occupation.</p> <p>Students will research the historical backgrounds of Composers and pieces</p> <p>Students use music they have learned in other classes' presentations</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Guest Speakers</p> <p>Online Research</p> <p>Library Resources: Textbooks (History, Science)</p> <p>Observe teachers in other disciplines – acquire information about their curriculum</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>
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