### Curriculum Map

**Course:** Music  
**Subject(s):** General Music  
**Grade(s):** 6th grade

#### Topic: American Music

**Days:** 10 days, 40 minutes each once per class

**Key Learning(s):** American music is important to our heritage.

**Unit Essential Question(s):** How is American music important to our heritage?

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<thead>
<tr>
<th>Concept: Patriotic Music</th>
<th>Concept: Folk Music</th>
<th>Concept: Spirituals</th>
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<tr>
<td>National Standard(s): 1, 6, 9</td>
<td>National Standard(s): 9</td>
<td>National Standard(s): 8,9</td>
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<table>
<thead>
<tr>
<th>Lesson Essential Questions:</th>
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<tr>
<td>How do we recognize patriotic music?</td>
<td>Why is folk music important to our American heritage?</td>
<td>What do we learn about our heritage through spirituals?</td>
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<tr>
<td>How do we behave when we hear patriotic music?</td>
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<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>American, patriotic, respect, flag, anthem</td>
<td>Folk, heritage</td>
<td>Spirituals</td>
</tr>
</tbody>
</table>

### Optional Instructional Tools:

**Unit Essential Question(s):** How is American music important to our heritage?
### Additional Info:

#### Patriotic Song Material/Poem(s):
- “Star Spangled Banner” *World of Music, 6th grade teacher’s manual*, p. 220, CD7
- “America” *World of Music, 6th grade teacher’s manual*, p. 223, CD7
- “America, the Beautiful” *World of Music, 6th grade teacher’s manual*, p. 222, CD7
- “I Am But a Small Voice” *World of Music, 6th grade teacher’s manual*, p. 218, CD7
- Poem, “I Hear America Singing” *World of Music, 5th grade teacher’s manual*, p. 223
- Poem, “Dear Land of All My Love” *World of Music, 5th grade teacher’s manual*, p. 227

#### Spirituals Song Material/Poem(s):
- “Didn’t My Lord” *World of Music, 6th grade teacher’s manual*, p. 28, CD1
- “Do Lord” *World of Music, 6th grade teacher’s manual*, p. 68, CD3
- “Ezekiel Saw the Wheel” *World of Music, 6th grade teacher’s manual*, p. 30, CD1
- “Let Me Fly” *World of Music, 6th grade teacher’s manual*, p. 33, CD1
- “Swing Low Sweet Chariot” *World of Music, 6th grade teacher’s manual*, p. 32, CD1
- “Go Tell It On the Mountain” *World of Music, 5th grade teacher’s manual*, p. 237, CD7
- “This Train” *World of Music, 5th grade teacher’s manual*, p. 118, CD3
- “When the Saints Go Marching In” *World of Music, 5th grade teacher’s manual*, p. 119, CD3

#### Children’s Books: (many quality options)
- “The Star Spangled Banner” by Pete Spier
- “The American Flag” by Tamara L. Britton
- “The Flag We Love” by Pam Munoz Ryan
- “Our Flag: a Book to Begin On” by Leslie Waller
- “The Pledge of Allegiance” by Marc Tyler Nobleman
- “American Tall Tales” by Mary Pope Osborne
- “A treasury of American folklore : stories, ballads, and traditions of the people” edited by B.A. Botkin
**Curriculum Map**

**Course: Music**

**Subject(s): General Music**

**Grade(s): 6th grade**

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**Topic:** Creating

**Days:** 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.**

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**Key Learning(s):** Create and perform a music composition.

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**Unit Essential Question(s):** How can we perform to music?

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<table>
<thead>
<tr>
<th>Concept:</th>
<th>Improvising Rhythms</th>
<th>Improvising Melodies</th>
</tr>
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<td>Theme and Variation Composition</td>
<td>National Standard(s): 4, 5&lt;br&gt;State Standard(s): 9.1</td>
<td>National Standard(s): 3&lt;br&gt;State Standard(s): 9.1</td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**

- **In a group, can you write a variation of a given theme (including rhythms) to be played on Orff and soprano recorder?**
- **Can you improvise a 4 beat answer to a 4 beat question using known rhythms?**
- **Can you improvise a melody using known solfege given specific parameters?**

**Vocabulary:**

- Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, half note, dotted half note, four sixteenth notes, one eighth plus two sixteenth notes, two sixteenth plus one eighth note whole note, eighth+quarter+eighth note combination, treble clef, music staff, letter names, theme and variation

**Vocabulary:**

- Question/answer, improvise

**Vocabulary:**

- improvise

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**Attached Document(s):**

- Theme and Variations Composition for Orff and Soprano Recorder

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**Additional Info:**

**Suggested Materials:**

- Folk songs
- Composed songs
- Children’s Literature
- Poetry
- Teacher created materials
## Curriculum Map

**Course:** Music  
**Subject(s):** General Music  
**Grade(s):** 6th grade  
**Days:** 36 classes, 40 minute each once per week

**Key Learning(s):** Music is comprised of many elements.

**Unit Essential Question(s):** How can we make music sound interesting?

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<tr>
<th>Concept:</th>
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<th>Concept:</th>
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<tbody>
<tr>
<td>Rhythm-Rhythm of the Words</td>
<td>Notation</td>
<td>Timbre-Singing Voice</td>
</tr>
<tr>
<td>National Standard(s): 6</td>
<td>National Standard(s): 6</td>
<td>National Standard(s): 1</td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**  
- **Review “Rhythm of the Words” from 2nd grade**
  - How is rhythm used in music?  
  - How many sounds is a (insert music note/rest)?  
  - How many beats in a (insert music note/rest)?  
  - What is the music staff?  
  - What is the relationship with fa and mi?  
  - Also…fa and sol, fa and re, fa and do, fa and la, fa and high do, ti and do, ti and la, ti and sol, ti and fa, ti and mi, ti and re  
  - Can you sing a song using standard music notation in solfege?  
  - **Review treble clef and absolute pitch from 3rd grade.**

**Vocabulary:**  
- Rhythm, sound, silence, long, short  
- Quarter note, quarter rest, two eighth notes in pairs, half note, dotted half note, four sixteenth notes, whole note, one eighth plus 2 sixteenth notes, 2 sixteenth notes plus one eighth note, eighth+quarter+eighth combination, line, space, pitch, high, low, going up, going down, solfege, do, re, mi, sol, la, low la, low sol, high do, fa, ti measure, barline, double barline, repeat sign, time signature, meter in 2, meter in 3, meter in 4, mixed meter, steps, skips, repeated notes, treble clef, absolute pitch (letter names) in treble clef  
- Sing, song, child, man, woman
<table>
<thead>
<tr>
<th>Concept:</th>
<th>Expression</th>
<th>Concept:</th>
<th>Form-Theme and Variations</th>
<th>Concept:</th>
<th>Harmony</th>
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<tr>
<td>National Standard(s): 7</td>
<td>National Standard(s): 6</td>
<td>National Standard(s): 2</td>
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</tbody>
</table>

**Lesson Essential Questions:**

**Review “Expression” from 3rd grade.**

- What is a theme?
- What is a variation?
- How are themes and variations combined to make a new form?

**Lesson Essential Questions:**

**Review “Form” from 5th grade.**

- What is independent harmony?
- Can you sing the melody of a song?
- Can you sing the countermelody of a song?
- Can you sing an independent harmony line in a song?

**Vocabulary:**

- loud, quiet, dynamics, piano, forte, crescendo, decrescendo, tempo, tempo markings, mood
- Phrase, same, similar, different, question, answer, AB, ABA, call and response, Rondo, Theme and Variations
- Ostinato, drone, broken drone, level moving drone, round/canon, unison, level broken moving drone, melody, harmony, countermelody

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Standard(s): 6</td>
<td>State Standard(s): 9.3, 9.4</td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**

**Review “Texture” from 5th grade.**

- What is independent harmony?

**Vocabulary:**

- Melody, accompaniment, ostinato, rounds/canons, partner songs, harmony
Attached Document(s):
- 6th Grade Rhythm Assessment #1
- 6th Grade Rhythm Assessment #2
- 6th Grade Melodic Assessment #1
- 6th Grade Melodic Assessment #2
- 6th Grade Melodic Assessment #3
- 6th Grade Absolute Pitch Assessment #1
- 6th Grade Absolute Pitch Assessment #2
- 6th Grade Vocabulary Assessment Pre-test
- 6th Grade Vocabulary Assessment Post-test

Additional Info:
Suggested Materials:
- Poetry
- Folk songs
- Composed music
- Art music/ “Classical” music
- Patriotic music
- Unpitched percussion instruments
- Orff instrumentarium
- Teacher made visuals
- Children’s books
- Art music/ “Classical” music
**Topic:** Families of Instruments  

**Grade(s):** 6th grade  

Days: 5 classes, 40 minute each once per week  

**Once introduced, this unit will be practiced for the remainder of the school year.**

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**Key Learning(s):** Different instruments make different sounds. These differences are due to what they are made of and how they are played.

**Unit Essential Question(s):** How are instruments different?

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**Concept:**  
Orchestra vs. Symphonic Band  
National Standard(s): 6  
State Standard(s): 9.3, 9.4

**Concept:**  
Orff Instruments  
National Standard(s): 6  
State Standard(s): 9.3, 9.4

**Lesson Essential Questions:**  
What are the different instruments of the string/brass/woodwind/percussion family?  
Which instrument families are in an orchestra?  
Which instrument families are in a symphonic band?  
Are there any instruments in the woodwind family that are in the symphonic band and not traditionally in an orchestra?

**Lesson Essential Questions:**  
**Review from 3rd grade.**

**Vocabulary:**  
Orchestra, symphonic band, string family, violin, viola, cello, double bass, brass family, trumpet, trombone, French horn, baritone, tuba, woodwind family, flute, clarinet, saxophone, oboe, English horn, percussion family, snare drum, bass drum, cymbals, xylophone, marimba, auxiliary instruments: triangle, hand drum, claves, maracas, etc.

**Vocabulary:**  
Xylophone, metallophone, glockenspiel, soprano, alto, bass

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**Optional Instructional Tools:**

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Additional Info:
Suggested Materials:
- Traditional instruments of the orchestra
- Traditional instruments of the symphonic band
- Audio recordings
- Posters

This is a list of children’s books that may enhance this unit:
- *Meet the Orchestra*, William W. Suggs
- *Meet the Orchestra*, A. Hayes, K. Thompson
- *The Deaf Musicians*, P. Seeger, P. DuBois Jacobs

DVDs:
- "Amazing Music Series Volume 3: Families of the Orchestra:

Websites:
- BrainPop Jr.—www.brainpopjr.com currently has an instruments video online
- www.classicsforkids.com
- www.dsokids.com
- www.sfskids.org
- www.nyphilkids.org
## Curriculum Map

**Course:** Music  
**Subject(s):** General Music  
**Grade(s):** 6th grade

**Topic:** Musical Masterpieces  
Days: 10 classes, 40 minute each once per week

### Key Learning(s):
Composers write music to tell stories and communicate emotions.

### Unit Essential Question(s):
How have composers used music to communicate ideas and feelings.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Concept</th>
<th>Concept</th>
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</thead>
</table>
| Ludwig van Beethoven, composer  
National Standard(s): 9  
State Standard(s): 9.2 | Musical Stories  
National Standard(s): 7  
State Standard(s): 9.3, 9.4 | Musical Stories |

<table>
<thead>
<tr>
<th>Lesson Essential Questions</th>
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</tr>
</thead>
</table>
| How do composers get inspiration for their music?  
Why is Beethoven’s music important in history? | How do composers use music to tell stories? | How do composers use music to tell stories? |

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</tr>
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<tbody>
<tr>
<td>Composer, culture,</td>
<td>Composer, instruments, loud, quiet, fast, slow, opera, ballet</td>
<td>Composer, instruments, loud, quiet, fast, slow, opera, ballet</td>
</tr>
</tbody>
</table>

### Attached Document(s):
Additional Info:
Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer’s Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel

Suggested materials:

- Children’s books
  - “The Nutcracker” w/Tchaikovsky’s “Nutcracker Suite”
  - Carnival of the Animals
  - “I’m going on a Bear Hunt” w/Grieg’s “In the Hall of the Mountain King”
  - “Come Along Daisy” w/Grieg’s “Norwegian Dance”
  - “The Story of the Orchestra” book and CD

- DVDs
  - “Peter Ustinov Reads the Orchestra” (specifically mood in music)
  - “Amazing Music Series Vol. 1: Emotions in Music”
  - “Hansel and Gretel”
  - “Peter and the Wolf”
  - “The Sorcerer’s Apprentice”
  - “Peer Gynt”
  - “The Nutcracker Ballet” (Royal Ballet, New York City Ballet or San Francisco Ballet)
  - “Hansel and Gretel”

- Ludwig van Beethoven
  - Posters
  - Audio recordings
  - Listening maps
  - Book “The 39 Apartments of Ludwig van Beethoven”
  - DVD “Beethoven Lives Upstairs”
  - DVD “Meet the Musicians: Beethoven”
  - DVD “Biography-Beethoven: The Sound and the Fury” (A&E DVD Archives)
  - DVD “Great Composers: Beethoven”
**Once introduced, this unit will be practiced for the remainder of the school year.**

**Key Learning(s):** The students will sing alone and with others.

**Unit Essential Question(s):** Can a student sing a simple song on pitch in a group setting/individually?

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**Concept:**
- **Singing Voice** - Using the head voice.
  - National Standard(s): 1
  - State Standard(s): 9.1

**Lesson Essential Questions:**
- **Review “Singing Voice” from 3rd grade.

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**Concept:**
- **Orff Instruments**
  - National Standard(s): 2
  - State Standard(s): 9.1

**Lesson Essential Questions:**
- **Review “Orff Instruments” from 2nd grade.**

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**Concept:**
- **Soprano Recorder**
  - National Standard(s): 2
  - State Standard(s): 9.1

**Lesson Essential Questions:**
- **Review “Soprano Recorder” from 5th grade.**
  - What is the fingering for ____?
    - C, D, E, F, F sharp, G, A, B flat, B, high C, high D, high E
  - Can you play the following notes within a simple song on the soprano recorder with good tone?
    - C, D, E, F, F sharp, G, A, B flat, B, high C, high D, high E

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**Vocabulary:**
- Sing, echo, same, different, call and response, question and answer

**Vocabulary:**
- Mallet, orff instruments, xylophone, metallophone, glockenspiel, bar

**Vocabulary:**
- Soprano recorder

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**Additional Info:**
**Suggested Materials:**
- Folk songs
- Composed songs
- Teacher created visuals
- Orff instrumentarium and mallets
- Soprano recorders
6th Grade Vocabulary and Definitions

Accent: a single tone or chord louder than those around it

Accompaniment: music that supports the sounds of the featured performer(s)

Ballet: a dramatic performance which includes dance (classical ballet) and music, often with scenery and costumes, combined to tell a story through movement

Beat: a repeating pulse that can be felt in some music

Call and Response: A musical form with a portion of a melody (call) followed by an answering portion (response). The response may imitate the call or it may be a separate melody that repeats each time.

Canon: a follow the leader process in which all sing/play the same melody but start at different times; also called a round

Composer: a person who makes up pieces of music by putting sounds together in his or her own way.

Countermelody: a melody heard, played, or sung at the same time with another melody (descant)

Crescendo: a gradual, steady increase in loudness or force

Culture: the behaviors and beliefs characteristic of a particular social, ethnic or age group

Decrescendo: a gradual, steady reduction of force or loudness

Dynamics: the loudness or quietness of sound

Echo: to repeat or imitate

Folk Song: a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next

Harmony: two or more different tones sounding at the same time

Heritage: something that comes or belongs to one by reason of birth

Improvise: to perform a rhythmic or melodic piece of music with little or no preparation

Measure: a grouping of beats set off by bar lines

Melody: a line of single pitches that moves higher, lower, or repeats

Meter: the way the beats of music are grouped, often in sets of two or in sets of three
Minstrel: one person in a troupe of comedians presenting songs, jokes, etc.

Opera: a musical play in which all parts are sung to instrumental accompaniment

Orchestra: a balanced group of instruments consisting of strings, woodwinds, brass, and percussion

Ostinato: a rhythm or melody pattern that repeats

National Anthem: a song formally adopted as the song to represent a country

Partner Songs: two or more different songs that can be sung at the same time to create harmony

Patriotic: feeling, expressing, or inspired by love for one’s country

Phrase: a musical “sentence”

Pitch: the highness or lowness of a tone

Repeated Tones: two or more tones in a row that have the same sound

Rondo: a musical form in which a section is repeated, with contrasting sections in between (such as ABACA)

Rhythm: 1. the way the words go in a song or rhyme

2. a group of long and short sounds

Round: a follow the leader process in which all sing/play the same melody but start at different times; also called a canon

Skip: to move from one tone to another and there was one

Solo: music for a single singer or player, often with an accompaniment

Spiritual: a religious folk song of African-American origin

Steady: stays the same; does not get faster or slower

Step: to move from one tone to another without skipping tones in between

Strong Beat: the first beat in a measure

Symphonic Band: a performing ensemble consisting of several members of the woodwind instrument family, brass instrument family, and percussion instrument family

Tempo: the speed of the beat in music

Theme: an important melody that occurs several times in a piece of music
**Theme and Variations:** a form in music where there is a statement of a melody and then later that melody is repeated but changed in some important way

**Treble Clef:** a symbol that locates the G above middle C, placed on the second line of the music staff, counting up. Also known as a “G clef.”

**Unison:** the performance of musical parts at the same pitch or at the octave

**Variation:** music that is repeated but changed in some important way