

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Grade 6**

<p><b>Topic 1: Melody</b></p> <p><b>Objectives:</b></p> <p>Build and perform major and minor scale melodies and patterns.</p> <p>Recognize musical themes and sections.</p> <p>Compare melody in punk music with new wave music.</p> <p><b>Essential Questions:</b></p> <p>How can we identify major and minor scale melodies?</p> <p>How do punk and new wave music differ?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Students will write a composition using a melody constructed from a major or minor scale.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Guitar</p>	<p><b>Assessment:</b></p> <p>Written composition of scales</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</b></p>
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<p><b>Topic 2: Harmony</b></p> <p><b>Objectives:</b></p> <p>Play chords on keyboard and guitar.</p> <p>Harmonize melodies using instruments.</p> <p>Discriminate between major and minor tonalities.</p> <p>Create harmony using fifths when playing the power chord on the guitar.</p> <p><b>Essential Questions:</b></p> <p>How can we recognize and create harmony?</p> <p>How do we determine major and minor chords?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Students will play a combination of three major chords and three minor chords on the guitar.</p>	<p><b>Materials:</b></p> <p>Guitar</p> <p>Manuscript paper</p>	<p><b>Assessments:</b></p> <p>Performance Rubric</p> <p>Correct fingering</p> <p>Knowledge of guitar neck when finding fifths.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.8.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</b></p>
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<p><b>Topic 3: Form</b></p> <p><b>Objectives:</b></p> <p>Recognize and perform compositions in an ABA format.</p> <p><b>Essential Questions:</b></p> <p>How can an ABA format be identified?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to ‘Wild Thing’ by The Troggs; Analyze song format by comparing to A-B-A.</p>	<p><b>Materials:</b></p> <p>Music CDs or MP3s</p> <p>Whiteboard</p> <p>Guitar</p>	<p><b>Assessments:</b></p> <p>Performance Rubric</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.2: All students will understand the role, development, and influence throughout history and across cultures.</u></b></p> <p><b>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p> <p><b>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>
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<p><b>Topic 4: Tone Color Objectives:</b></p> <p>Identify instruments in various rock music.</p> <p>Explore tone colors of electronic instruments.</p> <p>Create new sounds with familiar instruments.</p> <p><b>Essential Questions:</b></p> <p>What types of instruments are used in rock music?</p> <p>How can tone colors of electronic instruments be described?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to ‘The Beatles’ ‘Sgt Pepper’s Lonely Hearts Club Band;’ identify areas where orchestral instruments are used.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Music CDs or MP3s</p>	<p><b>Assessments:</b></p> <p>General knowledge and use of keyboard.</p> <p>Journal entry and orchestra map.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.</b></p>
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<p><b>Topic 5: Expression</b></p> <p><b>Objectives:</b></p> <p>Make musical decisions about styles of performance.</p> <p>Discern the musical qualities of selections from different historical periods.</p> <p><b>Essential Questions:</b></p> <p>How can musical qualities from different historical periods be compared?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Discern the difference between garage rock and psychedelic music by understanding the expressive qualities: beat, rhythm, syncopation, and instrumentation.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Music CDs</p> <p>Guitars</p>	<p><b>Assessments:</b></p> <p>Journal entries</p> <p>Guitar performance checkpoints.</p> <p>Performance rubric.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.2: All students will understand the role, development, and influence throughout history and across cultures.</u></b></p> <p><b>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p> <p><b>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>
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