Seymour Public Schools Curriculum

Grade: 6 Music History 1

The purpose of this course is to provide a variety of topics to engage all learners. From the study of different genres, instruments and musicians, students will have the ability to express their creativity and understanding with words, music or technology.

Unit 1 – **Overview of Unit 1**: Students learn how music is represented in written form, how musical expression, (including tempo, volume, and mood) is indicated.

Unit 2- **Overview of Unit 2**: Students learn the instruments of the Orchestra and the relevance of the Italian language and music terminology.

Unit 3 – **Overview of Unit 3**: Students learn about world music and the origin of national anthems of other countries.
# Seymour Public Schools Curriculum

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Music History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Time Frame: (# of weeks, etc)</td>
<td>20 Days</td>
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## CCSS Overarching Standards

- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Supporting Standard for unit: National and Connecticut Standard 5 Music Notation

## Enduring Understanding

1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
2. Standard music terminology assists the student in the analysis of both aural and written music examples.
3. Musicians create music with a variety of notes to add meaning to their musical pieces.

## Essential Questions

1. How is music represented in written form?
2. How is musical expression (tempo, volume, mood) indicated?
3. How does understanding the structure and context of musical works inform performance?
4. How do musicians improve the quality of their creative work?

## Priority Standards

- Creating,
- Performing
- Responding
- Analyzing

## Performance Expectations

(Student outcomes: what)

Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
Students will interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes.

Students will read at sight simple melodies in both the treble and bass clefs.

Students will describe the musical expression (mood) of an aural example.

Use musical terminology to describe their personal response to a musical example.

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<tr>
<th>Strategies (examples)</th>
<th>Materials/Resources (examples)</th>
<th>Assessments (examples)</th>
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<tr>
<td>1. Examples include written music</td>
<td>1. Audio Examples</td>
<td>1. Formative assessment</td>
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<tr>
<td>2. Use of Technology</td>
<td>2. Video Examples</td>
<td>1a Teacher observation</td>
</tr>
<tr>
<td>3. Group Work</td>
<td>3. Teacher model</td>
<td>1b Peer assessment</td>
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<tr>
<td>4. Lecture</td>
<td>4. Technology</td>
<td>1c Self-assessment</td>
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<tr>
<td>5. Small Group Instruction</td>
<td>5. Instruments</td>
<td>2. Summative assessment</td>
</tr>
<tr>
<td>Individual Instruction</td>
<td></td>
<td>2a Student performance</td>
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<tr>
<td>Demonstrate/Model</td>
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<td>2b On-line form</td>
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<tr>
<td>6. Class Discussion</td>
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<td>2c Identification of objectives via an aural example</td>
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## Subject and Grade

### UNIT 2 -

<table>
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<tr>
<th>Subject: Music History</th>
<th>Grade: Grade 6</th>
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<tbody>
<tr>
<td>Time Frame: 20 Days</td>
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### CCSS Overarching Standards

- **CCSS.ELA-LITERACY.RH.6-8.4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Supporting Standard for unit: National and Connecticut Standard 8

### Enduring Understanding

1. Italian became standardized with the spread of opera across western Europe.
2. Overtime, composers began to choose specific instruments to accompany their music, then to write specific music for the instruments.
3. Instruments in an orchestra contain a strings section, a section for brasses, woodwinds, percussion, harps and keyboard instruments.
4. Throughout history, different instruments evolved into today’s Orchestra.

### Essential Questions

1. Why is Italian the standard language for musical terminology?
2. What is the history of the Orchestra?
3. What are the instruments in an Orchestra?
4. Why were said instruments chosen for the Orchestra?

### Priority Standards

- Creating
- Performing
- Responding
- Analyzing
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<table>
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<tr>
<th>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</th>
<th>Strategies (examples)</th>
<th>Materials/Resources (examples)</th>
<th>Assessments (examples)</th>
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# Unit 3

<table>
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<tr>
<th>Subject: Music History</th>
<th>Grade: Grade 6</th>
<th>Time Frame: 40 Days</th>
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| CCSS Overarching Standards | CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  
CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies  
- Supporting Standard for unit: National and Connecticut Standard 9 Music History and Cultures |

| Enduring Understanding | 1. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  
2. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
3. The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources |

| Essential Questions | 1. How do we discern musical creators’ and performers’ expressive intent?  
2. How do musicians make meaningful connections to creating, performing, and responding?  
3. How do musicians generate creative ideas? |

| Priority Standards | Creating, Performing, Responding |
# Analyzing Performance Expectations

<table>
<thead>
<tr>
<th>Performance Expectations</th>
<th>Students will determine the meaning of words based on context in national anthems.</th>
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<tbody>
<tr>
<td></td>
<td>Students will characterize the use of music by its intended function (purpose) and its intended audience.</td>
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<tr>
<td></td>
<td>Students will identify the origin of national anthems for a minimum of 7 countries other than the USA.</td>
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</tbody>
</table>

## Strategies (examples)

1. Examples include written and aural music from other countries
2. Use of Technology
3. Group Work
4. Lecture
5. Small Group Instruction  Individual Instruction Demonstrate/Model
6. Class Discussion

## Materials/Resources (examples)

1. Audio Examples
2. Video Examples
3. Technology
4. Instruments
5. Historical time-lines

## Assessments (examples)

1. Formative assessment (vocabulary based)
   1a Self-assessment (pre)
2. Summative assessment
   2a Student performance
   2b On-line form for vocabulary acquisition
   2c Identification of objectives via an aural example
   2d Self assessment (post)