

Grade 6 Music Scope and Sequence

Unit Theme	Unit Focus	Concepts & Repertoire	Focus Standards	Assessment/Pacing	Resources
1 Cultures	This unit introduces students to the U10 course by establishing routines and procedures that will be followed throughout each of the subsequent units. To establish social norms and the importance of teamwork in musical settings, students participate in individual as well as cooperative activities with a focus on goal setting and the accomplishments of the group.	<ul style="list-style-type: none"> ASAP Routines and procedures Self-responsibility Social interaction Group dynamics Establish routine for classroom Dynamics Duration (tie) Melodic contour <p>Suggested Songs: Green, Green Grass of Home (p. 240) Summertime (p. 242) A Brand New Day (pp. 6-9) Bury Me Not on the Lone Prairie (pp. 10-11) When the Saints (p. 66) You Are My Sunshine (p. 238) Lean on Me (p. 16) Bridges (p. 90) El Condor Pasa (p. 52) Put on a Happy Face (p. 22)</p>	<p>6.1.L2 Analyze and compare the use of the elements of music of several genres and cultures, emphasizing meter and rhythm.</p> <p>6.1.E2 Explain how images, feeling, or emotion are conveyed in a specific musical work.</p> <p>6.2.S1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>6.3.3 Improvise, compose, and arrange simple melodies and harmonic accompaniments using traditional and nontraditional sources of sound, including digital/electronic (if available).</p> <p>6.4.1 Read and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <p>6.4.2 Read and sing intervals and triads.</p> <p>6.5.H2 Describe (orally or in writing) the influences of various cultures and historical events on musical forms and styles.</p>	<p>Practice assessments – integrating each with daily lessons/warm-up</p> <p>Sing a selection or part of a song using appropriate dynamics (SB TE p. 9)</p> <p>Sing and conduct a song while following notation (SB TE p. 11)</p> <p>Sing a song in sections (SB TE p. 17)</p> <p>Choose a song and create a hand jive that shows its melodic contour (SB TE p. 23)</p>	<p>Silver Burdett "Making Music" 6th grade Teacher Edition</p> <p>Unit 1- Lesson 1 pp. 6-9</p> <p>Unit 1- Lesson 2 pp. 10-11</p> <p>Unit 1- Lesson 5 pp. 16-17</p> <p>Unit 1- Lesson 8 pp. 22-23</p>
2 Melodic Devices & Tonality	In this unit, students will listen to and create melodies. They will become more familiar with tonality, vocal timbre, texture, and dynamics.	<ul style="list-style-type: none"> Tonality Vocal timbre Texture Dynamics <p>Suggested Songs: Adios Amigos (p. 25) La Mariposa (p. 26) By the Waters of Babylon (p. 303)</p>	<p>6.1.L2 Analyze and compare the use of the elements of music of several genres and cultures, emphasizing meter and rhythm.</p> <p>6.1.E2 Explain how images, feeling, or emotion are conveyed in a specific musical work.</p> <p>6.2.S1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>6.3.3 Improvise, compose, and arrange simple melodies and harmonic accompaniments using traditional and nontraditional sources of sound, including digital/electronic (if available).</p> <p>6.4.1 Read and perform rhythmic notation, including quarter-note</p>	<p>Play diatonic major and minor scales on keyboard or barred instruments (SB TE p. 27)</p> <p>Write brief descriptions of different vocal timbres (SB TE p. 29)</p> <p>Create movements for three different ostinatos, sing the ostinatos, layer</p>	<p>Silver Burdett "Making Music" 6th grade Teacher Edition</p> <p>Unit 1- Lesson 9 pp. 24-27</p> <p>Unit 1 – Lesson 10 pp. 28-29</p> <p>Unit 1 – Lesson 11 pp. 30-33</p> <p>Unit 2 – Lesson 1 pp. 42-45</p> <p>Unit 2 – Lesson 2 pp. 46-47</p>

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		<p>Yu guang guang (pp. 28-29) Vem kan segla (p. 407) Wai bamba (pp. 30-31) Hey, Ho! Nobody Home (pp. 32-33) Banuwa (p. 286) Give My Regards to Broadway (p. 43) Farewell to Tarwathie (p. 47) This Little Light of Mine (p. 228) Goin' to Boston (p. 419)</p>	<p>triplets and tied syncopation. 6.4.2 Read and sing intervals and triads. 6.5.H2 Describe (orally or in writing) the influences of various cultures and historical events on musical forms and styles.</p> <p>Maintain Standards:</p>	<p>them, and move to show the layers (SB TE p. 33) Sing using vocal dynamics (SB TE p. 45) Read and sing a song while conducting (SB TE p. 9)</p>	
3 Harmony	<p>In this unit, students will focus on harmony in music. They will study harmony as it is present in AABB form, melodic contour, vocal timbre, and texture.</p>	<ul style="list-style-type: none"> AABB form Melodic contour Vocal timbre Texture <p>Suggested Songs: El Condor Pasa (pp. 52-53) Greensleeves (p. 55) Everybody Loves Saturday Night (p. 288) Glory, Glory Hallelujah (p. 56) The Battle of Jericho (p. 230) What a Wonderful World (pp. 64-65) Sing a Song of Peace (pp. 68-69)</p>	<p>6.1. L3 Identify and explain the following specific musical elements while listening to a given musical example: scales, tonality, syncopation, tone color, and meter. 6.2.S3 Sing music written in two and/or three parts. 6.2.P2 Perform music representing diverse genres and cultures, including special occasions, folk, and holiday. 6.3.2 Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, and ostinato. 6.4.3 Transcribe simple aural examples into rhythmic notation. 6.5.H3 Describe (orally or in writing) distinguishing characteristics of representative composers, musical genres, and styles from two or more cultures.</p> <p>Maintain Standards:</p>	<p>Perform projects to show understanding of AABB form (SB TE p. 55) Sing and move to a melody created to follow a visual contour model (SB TE p. 57) Describe and contrast different vocal timbres (SB TE p. 65) Listen to determine when two melodies are played together and describe the effect (SB TE p. 71)</p>	<p>Silver Burdett "Making Music" 6th grade Teacher Edition Unit 2- Lesson 5 pp. 52-55 Unit 2- Lesson 6 pp. 56-57 Unit 2- Lesson 10 pp. 64-65 Unit 2- Lesson 12 pp. 68-71</p>
4 Purposeful Music	<p>In this unit, students will listen to and analyze elements purposeful music, including dynamic changes, augmentation, diminution, backbeat, and rounds and listen to pieces of purposeful music.</p>	<ul style="list-style-type: none"> Dynamic changes Augmentation Diminution Backbeat Round <p>Suggested Songs: I Walk the Unfrequented</p>	<p>6.1. L3 Identify and explain the following specific musical elements while listening to a given musical example: scales, tonality, syncopation, tone color, and meter. 6.2.S3 Sing music written in two and/or three parts. 6.2.P2 Perform music representing diverse genres and cultures, including special occasions, folk, and holiday. 6.3.2 Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical</p>	<p>Listen and show dynamic levels and changes through conducting hand movements (SB TE p. 81) Read and sing a song in the original, augmented, and diminished versions while softly patting a steady beat</p>	<p>Silver Burdett "Making Music" 6th grade Teacher Edition Unit 3- Lesson 1 pp. 78-81 Unit 3- Lesson 2 pp. 82-85 Unit 3- Lesson 3 pp. 86-87 Unit 3- Lesson 5 pp. 90-91</p>

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		Road (p. 78) A Brand New Day (p. 7) Run! Run! Hide! (p. 330) Do, re, mi, fa (p. 82) Hava Nashira (p. 84) Dance for the Nations (p. 124) Ain't Gonna Let Nobody Turn Me Round (p. 87) Bridges (p. 90)	devises: imitation and repetition, and ostinato. 6.4.3 Transcribe simple aural examples into rhythmic notation. 6.5.H3 Describe (orally or in writing) distinguishing characteristics of representative composers, musical genres, and styles from two or more cultures. Maintain Standards:	(SB TE p. 85) Rate one's own ability to perform a movement pattern and clap a backbeat while singing (SB TE p. 87) Create and perform a rhythmic composition in aaba form (SB TE p. 91)	
5 Texture in Music	In this unit, students will study music texture, including motive, counter melody, and cut time.	<ul style="list-style-type: none"> Motive Counter melody Cut time <p>Suggested Songs: I Got Rhythm (p. 99) Music Goes With Anything (pp. 104-105) Swanee (p. 118)</p>	6.1.E1 Develop and apply criteria for evaluating the quality of music performances and compositions and apply the criteria to personal performances. 6.2.S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 6.3.2 Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition, and ostinato. 6.4.4 Sight-read (sing) melodies in the treble and bass clef. 6.5.S1 Compare the terminology used for various artistic elements in each of two or more arts. 6.5.S2 Explain the role of music in community events and in daily life. Maintain Standards:	Students play motives (SB TE p. 99) Perform a song with counter melodies and a movement routine (SB TE p. 107) Read and sing a song with rhythm syllables and a steady beat in 2/2 meter (SB TE p. 119)	Silver Burdett "Making Music" 6th grade Teacher Edition Unit 3- Lesson 9 pp. 98-99 Unit 3- Lesson 12 pp. 104-107 Unit 4- Lesson 2 pp. 118-119
6 Patterns	This unit provides students with greater understanding about musical patterns, which can take the form of canons, sequences, instrumentation, or accompaniment.	<ul style="list-style-type: none"> Canon Sequences Instrumentation Accompaniment <p>Suggested Songs: Catch a Falling Star (pp. 126-127) Alleluia (p. 131) Strike Up the Band (p. 133)</p>	6.1.E1 Develop and apply criteria for evaluating the quality of music performances and compositions and apply the criteria to personal performances. 6.2.S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 6.3.2 Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition, and ostinato. 6.4.4 Sight-read (sing) melodies in the treble and bass clef. 6.5.S1 Compare the terminology used for various artistic elements	Perform a circle dance with a round to show form (SB TE p. 125) Read and sing a song and indicate a melodic sequence (SB TE p. 131) Listen and write about differences between a big band and a concert band (SB TE p. 137) Sing a song in reggae style;	Silver Burdett "Making Music" 6th grade Teacher Edition Unit 4- Lesson 5 pp. 124-125 Unit 4- Lesson 8 pp. 130-131 Unit 4- Lesson 10 pp. 134-137 Unit 4- Lesson 11 pp. 138-141

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		Alexander's Ragtime Band (pp. 134-136) Give a Little Love (pp. 138-140)	in each of two or more arts. 6.5.S2 Explain the role of music in community events and in daily life. Maintain Standards:	perform a chordal accompaniment and a rhythm complex with the song and evaluate texture changes (SB TE p. 141)	
7 Form	In this unit, students will listen to and create pieces that consist of elements of musical forms such as tempo, syncopation, theme and variations, and intervals.	<ul style="list-style-type: none"> • Tempo • Syncopation • Theme and variations • Intervals Suggested Songs: Hava Nagila (p. 151) Path of Victory (p. 155) Scattin' A-Round (pp. 158-159) O le le O Bahia (p. 163) Sometimes I Feel Like a Motherless Child (p. 233)	6.1.L1 Describe larger music forms such as sonata-allegro form, concerto, theme and variations. 6.2.S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 6.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, demonstrating technical accuracy, tone quality and articulation, by oneself and in ensembles. 6.3.1 Improvise, compose, and arrange melodies and harmonic accompaniments. 6.4.5 Recognize and use correct notational symbols for pitch, rhythm, articulation, and dynamics. 6.5.H1 Describe (orally or in writing) the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances). Maintain Standards:	Perform pattern dance movements that include an accelerando (SB TE p. 153) Play an accompaniment with syncopation (SB TE p. 155) Sing a song while showing theme and variation using body percussion (SB TE p. 159) Analyze a song and point out intervals of a second (SB TE p. 165)	Silver Burdett "Making Music" 6th grade Teacher Edition Unit 5 - Lesson 1 pp. 150-153 Unit 5 - Lesson 2 pp. 154-155 Unit 5 - Lesson 4 pp. 158-159 Unit 5 - Lesson 6 pp. 162-165

<p style="text-align: center;">8 Back in time</p>	<p>In this unit, students will be transported “back in time” to historical styles of music, including</p>	<ul style="list-style-type: none"> • Vocal timbre • Harmony in thirds • Homophonic texture • Rubato • Syncopation <p>Suggested Songs: Four Strong Winds (pp. 168-169) Asi es mi tierra (pp. 170-171) Peace Like a River (p. 186) Let Us Sing Together (p. 190) Now That’s Tap (p. 312)</p>	<p>6.1.L1 Describe larger music forms such as sonata-allegro form, concerto, theme and variations. 6.2.S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 6.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, demonstrating technical accuracy, tone quality and articulation, by oneself and in ensembles. 6.3.1 Improvise, compose, and arrange melodies and harmonic accompaniments. 6.4.5 Recognize and use correct notational symbols for pitch, rhythm, articulation, and dynamics. 6.5.H1 Describe (orally or in writing) the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <p>Maintain Standards:</p>	<p>Listen to vocal timbres and write descriptions of timbres (SB TE p. 169) Sing a song in two parts and indicate when singing parallel thirds (SB TE p. 171) Sing a spiritual with a rubato tempo (SB TE p. 189) Read and sing a song with syncopation; read and play a percussion ensemble piece with syncopation (SB TE p. 191)</p>	<p>Silver Burdett "Making Music" 6th grade Teacher Edition Unit 5 - Lesson 8 pp. 168-169 Unit 5 - Lesson 9 pp. 170-171 Unit 6 - Lesson 1 pp. 186-189 Unit 6 - Lesson 2 pp. 190-191</p>
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