

# Sixth Grade

## Unit One

Music Videos {School-Appropriate Rap}

Create	ART.M.II.5.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases	
	ART.M.II.5.6	Create/arrange music to accompany readings, dramatizations, or visual media	
Listen	ART.M.III.5.3	Understand and respect that there are different responses to specific art works in the global community	
	ART.M.III.5.4	Use vocabulary to analyze, describe, and evaluate music of various styles	
Culture	ART.M.IV.5.1	Identify and describe notable characteristics of contrasting styles	

# Sixth Grade

## Unit One

Rap <sup>1/2/3</sup> {Units One & Two}
ART.M.II.5.2, ART.M.II.5.6, ART.M.III.5.3, ART.M.III.5.4, ART.M.IV.5.1
<ul style="list-style-type: none"><li>• Culture, History, and Definitions</li></ul>
<ul style="list-style-type: none"><li>• Artists</li></ul>
<ul style="list-style-type: none"><li>• <i>Rappin' 8 {Part One}</i></li></ul>
<ul style="list-style-type: none"><li>• <i>Rappin' 8 {Part Two}</i></li></ul>
<ul style="list-style-type: none"><li>• <i>Nursery Rhyme Raps {Part One}</i><sup>2</sup></li></ul>

<sup>1</sup>Use one topic per lesson. Skip topics in italics to focus on class rap.

<sup>2</sup>Perhaps substitute Dr. Seuss books for nursery rhymes.

<sup>3</sup>Perhaps invite Virginia Caldwell to visit and make career connections {recommended by Jed Fritzscheier-JSO}

# Sixth Grade

## Unit Two

Music Videos {School-Appropriate Rap}

Perform	ART.M.I.5.1	Sing independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo	
Create	ART.M.II.5.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	
	ART.M.II.5.6	Create/arrange music to accompany readings, dramatizations, or visual media	
Evaluate	ART.M.III.5.6	Provide appropriate praise and constructive criticism when evaluating performances and compositions	
	ART.M.III.5.7	Use appropriate music terminology to express personal opinions of musical examples	
Culture	ART.M.IV.5.1	Identify and describe notable characteristics of contrasting styles	

# Sixth Grade

## Unit Two

Rap <sup>1/2/3</sup> {Units One & Two}
ART.M.I.5.I, ART.M.II.5.4, ART.M.II.5.6, ART.M.III.5.6, ART.M.III.5.7, ART.M.IV.5.I
<ul style="list-style-type: none"><li>• <i>Nursery Rhythm Raps {Part Two}</i><sup>2</sup></li></ul>
<ul style="list-style-type: none"><li>• Class Rap {Part One}</li></ul>
<ul style="list-style-type: none"><li>• Class Rap {Part Two}</li></ul>
<ul style="list-style-type: none"><li>• Class Rap {Part Three}</li><li>• Distribute printed notation</li><li>• Record video for teacher/families</li></ul>

<sup>1</sup>Use one topic per lesson. Skip topics in italics to focus on class rap.

<sup>2</sup>Perhaps substitute Dr. Seuss books for nursery rhymes.

<sup>3</sup>Perhaps invite Virginia Caldwell to visit and make career connections {recommended by Jed Fritzscheier-JSO}

# Sixth Grade

## Unit Three<sup>1</sup>

Music Videos {International Instruments}

Perform	ART.M.V.5.1	Recognize and identify similarities and differences in vocabulary used in all arts	Dances
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<sup>1</sup> Supplement lessons with Mindfulness activities.

# Sixth Grade

## Unit Three

St. Michael's Star	
Square Dancing	
Dancing Instructions, LTTM: 58	ART.M.V.5.1
<ul style="list-style-type: none"><li>• Review etiquette &amp; protocols</li><li>• Learn A1 &amp; A2</li></ul>	
<ul style="list-style-type: none"><li>• Review A1 &amp; A2</li><li>• Learn B1 &amp; B2</li></ul>	
<ul style="list-style-type: none"><li>• Review B1 &amp; B2</li><li>• Learn A1 variations</li></ul>	
<ul style="list-style-type: none"><li>• Review A1 variations</li><li>• Assemble dance</li><li>• Add music</li><li>• Invite guests to participate</li><li>• Record video for teacher/families</li></ul>	

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## Unit Four<sup>1</sup>

*It's Not Hard, I Tell You So*

Perform	ART.M.I.5.9	Utilize a syllable system for chanting rhythms in triple meter: eighth, dotted quarter, and dotted half notes as well as quarter-eighth and division/elongation figures	Incorporate review in composition project <i>Rhythms To Mvmt</i> {Orff MMC 14} <i>Short Piece #9</i> {Orff MMC 14}
Create	ART.M.II.5.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	
Listen	ART.M.III.5.5	Visually and aurally identify voices and instruments of brass, woodwind, string, and percussion families	Band Recruitment <sup>3</sup>

<sup>1</sup>Supplemental Movement Activity = *Quadrille Jos Bouchard* {Orff MMC II}

<sup>2</sup> Take time for a Christmas lesson

<sup>3</sup> Schedule as needed throughout Units Four & Five. Add additional content {Nietupski visits, band paperwork process, etc.} as needed throughout Band Recruitment process.

# Sixth Grade

## Unit Four

Xylophone Composition Project <sup>1/2</sup>		Band Recruitment {Units Four & Five}	
Concept Lessons & Worksheets	ART.MI.5.9 ART.M.II.5.4	5See Materials Below	ART.M.III.5.
<ul style="list-style-type: none"> <li>Announce meter {triple} and tonality {minor}</li> <li>I demonstrate how to improvise → compose</li> <li>Choose groups → groups experiment → groups share</li> </ul>		<ul style="list-style-type: none"> <li>Band parent note</li> <li>Tonal echoes</li> <li>Instrument introductions<sup>3</sup></li> </ul>	
<ul style="list-style-type: none"> <li>Teach supply locations and instrument care</li> <li>Compose A = 8 beats that start on I and end on V {4-beat antecedent &amp; 4-beat consequent}</li> </ul>		<ul style="list-style-type: none"> <li>Watch Michigan Marching Band <i>Band-O-Rama</i></li> <li>Tonal echoes</li> <li>Instrument review<sup>4/5</sup></li> <li>Student information sheets</li> <li>Instrument fitting etiquette discussion</li> </ul>	
<ul style="list-style-type: none"> <li>Review, revise, and clean A</li> </ul>		<sup>3</sup> Watch <i>Be Part of the Band</i> videos--student interviews → instrument videos <sup>4</sup> Including list of famous people who played each instrument from <i>Be Part of the Band</i> <sup>5</sup> Other instrument review options <ol style="list-style-type: none"> <li>1. Watch BBC orchestra introductions on YouTube {Chrome Bookmarks 1/2 Grades}</li> <li>2. Watch Chatterpix videos on YouTube</li> <li>3. I play instruments</li> </ol>	

<sup>1</sup> The timeline and content of this project have been streamlined/simplified compared to previous renditions.

<sup>2</sup> Modify worksheet to reflect changes and include my composed coda.

Romulus Rondo--6  
 Jelly belly--6  
 It's not hard, I tell you so--6

5 = 2-3

6 = \_\_\_

# Sixth Grade

## Unit Five

*It's Not Hard, I Tell You So*

Perform	ART.MI.5.8	Independently play instrumental parts while other students sing or play contrasting parts	
Create	ART.MII.5.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	
	ART.MII.5.1	<i>Create rhythmic and melodic ostinati accompaniments</i>	
Listen	ART.MIII.5.5	Visually and aurally identify voices and instruments of brass, woodwind, string, and percussion families	Band Recruitment <sup>1</sup>
Evaluate	ART.MIII.5.6	Provide appropriate praise and constructive criticism when evaluating performances and compositions	
	ART.MIII.5.7	Use appropriate music terminology to express personal opinions of musical examples	

<sup>1</sup>Schedule as needed throughout Units Four & Five. Add additional content {Nietupski visits, band paperwork process, etc.} as needed throughout Band Recruitment process.

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## Unit Five

Xylophone Composition Project	
Concept Lessons & Worksheets	ART.MI.5.8, ART.M.II.5.4, ART.III.5.6, ART.M.III.5.7
<ul style="list-style-type: none"><li>• Learn to play coda<sup>1</sup></li><li>• Experiment with various forms<sup>2</sup> using A {4-beat antecedent &amp; 4-beat consequent} and coda {8-beats}</li></ul>	
<ul style="list-style-type: none"><li>• Make final revisions</li><li>• Rehearse composition</li><li>• Choose performers</li></ul>	
<ul style="list-style-type: none"><li>• Perform for class</li><li>• Record videos for teacher/families {share next week}</li></ul>	
<ul style="list-style-type: none"><li>• Watch performance videos on Weebly</li><li>• Evaluate performances and compositions</li><li>• Introduce and ASK ME card &amp; distribute printed notation {copies of completed worksheets}</li></ul>	

<sup>1</sup>I compose 8-beat coda for all groups to play {see revised worksheet}.

<sup>2</sup>Students choose forms that allow every group member to play at least 4 beats.

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## Unit Six

Music Videos {Musical Genres}

Perform	ART.MI.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	
	ART.MI.5.9	Utilize a syllable system for chanting rhythms in duple meter: <b>syncopation</b> plus sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes	<i>Notation Game</i> {Orff MMC 5} Notation Notebooks <i>Old House</i> {Orff MMC 1} Review and identify duple meter <i>Rhythms To Mvmt</i> {Orff MMC 14} <i>Water Come-a Me Eye</i> {Schultz Multicultural MMC}
Listening	ART.M.III.5.2	Use graphic or standard notation to notate simple rhythmic and/or melodic patterns presented aurally	Magna Doodle Notation Notebooks White Boards

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## Unit Six

Four White Horses		Syncopation
Kodaly Spiral p. 143 & Finale Poster	ART.MI.5.4 ART.MI.5.9	ART.MI.5.9 ART.MIII.5.2
<ul style="list-style-type: none"> <li>Listen → macro/micro movement</li> <li>Tonal solfege → ID major &amp; rhythm solfege → ID duple</li> <li>Add snaps to eighth rests and lap pats to quarter rests</li> </ul>	<ul style="list-style-type: none"> <li>Echo rhythm solfege including syncopation</li> <li>Add rhythm flashcards</li> </ul>	
<ul style="list-style-type: none"> <li>Review snaps and pats</li> <li>Introduce syncopation</li> <li>Learn melody</li> <li>Learn first motion in measures 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Introduce syncopation</li> <li>Find syncopation sandwich {eighth-quarter-eighth} in rhythms</li> <li>Decode rhythms {sandwich first then other notes then combo}</li> <li>ID cards in line-up</li> </ul>	
<ul style="list-style-type: none"> <li>Review melody</li> <li>Set dance formations → review first motion in measures 1-2</li> <li>Learn second motion in measures 3-8</li> </ul>	<ul style="list-style-type: none"> <li><math>\frac{1}{2}</math> C = sandwich and <math>\frac{1}{2}</math> C = other notes → switch</li> <li>Pass object while singing melody and S with object at :II draws flashcard to chant as solo/duet/chorus → C chants rhythm</li> </ul>	
<ul style="list-style-type: none"> <li>Clean melody</li> <li>Review first and second motions in measures 1-8</li> <li>Learn third motion in measures 9-14</li> <li>Distribute printed notation</li> <li>Record video for teacher/families</li> </ul>	<ul style="list-style-type: none"> <li>Listen to recordings<sup>1</sup></li> <li>Practice rhythm dictation including syncopation</li> </ul>	

<sup>1</sup> *I Got Rhythm* by Scott Joplin {5 CD 2 #36} and *Symphonic Dances* by Bernstein from West Side Story {YouTube: Examples}

# Sixth Grade

## Unit Seven<sup>1</sup>

Music Videos {Student Recommendations<sup>2</sup>}

Perform	ART.MI.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	
	ART.MI.5.6	Play rhythmic, melodic, and harmonic instruments including recorder and classroom percussion with characteristic tone quality, proper technique, and technical facility	
	ART.MI.5.9	Utilize a syllable system for chanting rhythms in duple meter: syncopation, sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes	
	ART.M.V.5.1	Recognize and identify similarities and differences in vocabulary used in all arts	Dances

<sup>1</sup> Supplement lessons with Mindfulness activities.

<sup>2</sup> Students email links to recommended videos. Must be school appropriate language, content, and visuals.

# Sixth Grade

## Unit Seven

Jelly Belly		Line Dance	
Hiller MMC #1 p. 1	ART.MI.5.4, ART.MI.5.6, & ART.MI.5.9		ART.M.V.5.1
<ul style="list-style-type: none"> <li>• Listen/watch without notation → with notation</li> <li>• Echo rhythm solfege with sixteenths → ID duple</li> <li>• Learn text</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss etiquette &amp; protocols</li> <li>• Learn</li> </ul>	
<ul style="list-style-type: none"> <li>• Review text with clear diction → C = text &amp; I = round</li> <li>• Learn text in a 2 → 3 → 4 part round</li> <li>• Learn body percussion</li> </ul>		<ul style="list-style-type: none"> <li>• Review</li> <li>• Learn</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Decode notation using rhythm solfege</i></li> <li>• Review body percussion → C = body percussion &amp; I = round</li> <li>• Learn body percussion in a 2 → 3 → 4 part round</li> <li>• Add unison instruments {drums, muted triangles, claves, tambourines}</li> </ul>		<ul style="list-style-type: none"> <li>• Review</li> <li>• Learn</li> </ul>	
<ul style="list-style-type: none"> <li>• Review unison instruments → C = instruments &amp; I = round</li> <li>• Learn instruments in a 2 → 3 → 4 part round</li> <li>• Learn X formation → perform unison text → BP → instruments</li> </ul>		<ul style="list-style-type: none"> <li>• Review</li> <li>• Assemble dance</li> <li>• Add music</li> <li>• Invite guests to participate</li> <li>• Record video for teacher/families</li> </ul>	
<ul style="list-style-type: none"> <li>• Review unison X formation → add round on text → BP → instruments</li> <li>• Add movement to X formation in round</li> <li>• Distribute printed notation</li> <li>• Record video for teacher/families</li> </ul>			

# Sixth Grade

## Unit Eight<sup>1/2</sup>

*Romulus Rondo*

Perform	ART.M.V.5.I	Recognize and identify similarities and differences in vocabulary used in all arts	Dances
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<sup>1</sup> Unit Eight is intentionally light. Use this time to complete previous units and/or supplement with SEL lessons.

<sup>2</sup> Supplemental Activities from Boyden #1 and #2 {MMC} in 3-6 section of IDEAS binder

- *Charlie The Monkey*
- *Follow the Leader* {DeBoer}
- *Let's All Have a Ball*
- *Mariachi Partner Dance*
- *Pata Pata* {DeBoer}
- *Popcorn* {DeBoer}
- *This Too Shall Pass*
- *We Will Rock You*

# Sixth Grade

## Unit Eight

Social Emotional Learning	
Guest Teacher Lessons & SEL 05 #27-29 {2021-2022}	
Integrity Part One	
Integrity Part Two	
Integrity Part Three	