

MUSIC
Hobbs Municipal Schools
6th Grade

Date	NM State Standards	Core Knowledge Connections	Silver Burdett Music
	<p>I. Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art.</p> <p>A. K-4 BENCHMARK 1A: <i>Sing and play instruments with appropriate techniques while maintaining a steady beat.</i></p> <ol style="list-style-type: none"> 1. Sing, alone and with others, with correct <i>pitch, rhythm, timbre, diction, posture</i> and <i>range</i>. 2. Play alone and with others on instruments (pitched and unpitched) with good rhythmic and <i>ensemble</i> skills. 3. Sing and/or play <i>two-part rounds, partner songs</i>, simple <i>descants</i>, unison songs, and simple accompaniments. 4. Develop sight reading skills using simple melodic and rhythmic patterns. <p>B. K-4 BENCHMARK 1B: <i>Identify timbre (tone quality) of various families of instruments.</i></p> <ol style="list-style-type: none"> 1. Distinguish the sounds produced by woodwind, brass, percussion, string, and keyboard instruments. <p>C. K-4 BENCHMARK 1C: <i>Acquire beat and rhythmic competency skills.</i></p> <ol style="list-style-type: none"> 1. Demonstrate rhythmic independence by combining beat and 	<p>1A: Revisit songs learned in Grades K-5. Sing folk songs from historic periods as they relate to History lessons.</p> <p>1B: Johann Sebastian Bach "Brandenburg Concertos"</p> <p>1C: Frederic Chopin "Piano Sonata No. 2 in B-flat Minor" (funeral march)</p>	<p>1A:Unit 1 Lesson 6 "Melodic Roundup" Unit 2 Lesson 8 "A Singing Tonic" Unit 2 Lesson 9 "Migrate to Minor" Unit 2 Lesson 12 "Partners for Peace" Unit 3 Lesson 8 "Scales a la Mode" Unit 3 Lesson 9 "Make it Modal" Unit 4 Lesson 4 "A Famous Form" Unit 4 Lesson 7 "Building Intervals" Unit 5 Lesson 1 "Speed Up/Slow Down" Unit 5 Lesson 6 "Melodic Distances" Unit 5 Lesson 7 "Distance = Intervals" Unit 6 Lesson 5 "Through-Composed Songs" Unit 6 Lesson 8 "Round a Meldody" 1B: Unit 3 Lesson 11 "Sounds of Strings" Unit 6 Lesson 10 "Choir Sounds" 1C: Unit 1 Lesson 3 "Listen to the Le-Le Bird" Unit 2 Lesson 2 "Signs of Time"</p>

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	<p>rhythm patterns in solo/<i>ensemble</i> situations / movement.</p> <p>2. Explore simple <i>meter</i> groupings (aurally, visually in notation and through conducting patterns).</p> <p>D. K-4 BENCHMARK 1D: <i>Identify basic musical notation and symbols.</i></p> <ol style="list-style-type: none"> 1. Make music by reading notation and musical symbols. 2. Notate simple melodic and rhythmic patterns using standard musical notation. 	<p>1D: Robert Schumann "Piano Concerto in A Minor" – minor scales</p>	<p><u>Unit 3 Lesson 2</u> "Playing for Time" <u>Unit 4 Lesson 2</u> "Meter – The Foundation of Music" <u>Unit 4 Lesson 3</u> "A Springtime Meter" <u>Unit 5 Lesson 2</u> "Syncopated Rhythms" 1D: <u>Unit 1 Lesson 1</u> "Express Yourself" <u>Unit 2 Lesson 3</u> "Ballad Rhythms" <u>Unit 3 Lesson 3</u> "Joyful Rhythms" <u>Unit 5 Lesson 8</u> "Rows of Tones" <u>Unit 6 Lesson 4</u> "Adjust the Meters"</p>
	<p>II. Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>A. K-4 BENCHMARK 2A: <i>Understand how music expresses ideas.</i></p> <ol style="list-style-type: none"> 1. Identify ways in which music can express, non-verbally, various emotions or events. 2. Create and perform pieces using graphic/iconic notation and standard musical notation to express an idea or concept. 3. Use correct musical terminology in discussing and responding to music. 	<p>2A: Ludwig von Beethoven "Piano Sonata No. 4" (Moonlight Sonata) Frederic Chopin "Revolutionary Etude in C Minor"</p>	<p>2A: <u>Unit 2 Lesson 6</u> "Glorious Gospel" <u>Unit 3 Lesson 1</u> "Dynamics Bring Music to Life" <u>Unit 4 Lesson 6</u> "Fugue Form" <u>Unit 4 Lesson 8</u> "Moving Motives" <u>Unit 5 Lesson 3</u> "Double the Speed" <u>Unit 6 Lesson 2</u> "Adjust the Accents"</p>
	<p>III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.</p> <p>A. K-4 BENCHMARK 3A: <i>Identify terms common to the various art forms.</i></p>	<p>3A: Missoula Children's Theater</p>	<p>3A: <u>Unit 1 Lesson 8</u> "Musical Shapes" <u>Unit 4 Lesson 9</u></p>

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	<p>1. Communicate an understanding of the music elements as they relate to basic elements of other arts disciplines.</p> <p>B. K-4 BENCHMARK 3B: <i>Develop musical accompaniments related to other art forms or content areas.</i></p> <p>1. Read, write, and perform musical accompaniments.</p> <p>C. K-4 BENCHMARK 3C: <i>Identify how music can support and enhance other disciplines.</i></p> <p>1. Discuss and demonstrate relationships of music to other disciplines: (i.e. reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.)</p>	<p>3B: George Frederick Handel “The Messiah”</p> <p>3C: Johann Sebastian Bach Cantatas: BWV 80 BWV140 BWV147</p>	<p>“Sequence It” <u>Unit 6 Lesson 9</u> “Take a Chance” 3B: <u>Unit 2 Lesson 1</u> “Soft to Loud” <u>Unit 3 Introduction</u> “Expressing History through Music” <u>Unit 4 Lesson 11</u> “Reggae Harmonies” <u>Unit 6 Lesson 6</u> “An Evening Dance” 3C: <u>Unit 1 Lesson 7</u> “Reach for the Sky” <u>Unit 4 Lesson 12</u> “Guitar Textures” <u>Unit 6 Lesson 1</u> “Flowing Tempos” <u>Unit 6 Lesson 7</u> “Lumberjack Intervals”</p>
	<p>IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.</p> <p>A. K-4 BENCHMARK 4A: <i>Understand why music is created and how it is used.</i></p> <p>1. Discuss different motivating factors which have inspired the creation of music including historical figures, nature, events, literature, drama, etc.</p> <p>B. K-4 BENCHMARK 4B: <i>Understand how music is created.</i></p> <p>1. Apply learned musical elements (i.e. rhythm, melody, form, timbre, tempo, dynamics, etc.) to compose a simple melody.</p> <p>2. Improvise rhythmic and melodic phrase endings, ostinato patterns, and variations on familiar themes.</p>	<p>4A: George Frederick Handel “Water Music” Franz Schubert “Die Forelle” “Gretchen am Spinnrade”</p> <p>4B: Mediacast Videos of Composers’ biographies</p>	<p>4A: <u>Unit 1 Lesson 2</u> “Lonesome Cowboy Rhythms” <u>Unit 3 Lesson 4</u> “Backbeat Rhythm” <u>Unit 5 Introduction</u> “Mr. Tambourine Man”</p> <p>4B: <u>Unit 1 Lesson 11</u> “Pleasing Polyphony” <u>Unit 2 Lesson 7</u> “Go with the Melody” <u>Unit 3 Lesson 12</u> “Melody/Counter melody” <u>Unit 5 Lesson 4</u> “Theme and Variations”</p>

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	<p>V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>A. K-4 BENCHMARK 5A: <i>Identify simple music forms when presented aurally.</i></p> <ol style="list-style-type: none"> 1. Identify theme and variation and verse/refrain. <p>B. K-4 BENCHMARK 5B: <i>Identify the sounds of more familiar instruments as well as treble and bass voices.</i></p> <ol style="list-style-type: none"> 1. Identify four orchestral families (strings, woodwinds, brass, percussion). 2. Identify at least two individual instruments from each orchestral family by sight and sound. 3. Identify vocal and instrumental ensembles (i.e. duet, choir, symphony orchestra, band, etc.) <p>C. K-4 BENCHMARK 5C: <i>Use appropriate terminology to discuss responses and reactions to particular musical works.</i></p> <ol style="list-style-type: none"> 1. Using appropriate musical terminology, compare/contrast various styles and genre of music. 	<p>5A: Johann Sebastian Bach "The Well-tempered Clavier"</p> <p>5B: Wolfgang Amadeus Mozart "Symphony No. 40" Franz Joseph Haydn "String Quartet Opus 76 No. 3" (Emperor)</p> <p>5C: Wolfgang Amadeus Mozart "Piano Concerto No. 21"</p>	<p>5A: <u>Unit 1 Lesson 4</u> "Building a Song" <u>Unit 1 Lesson 5</u> "Musical Building Blocks" <u>Unit 2 Lesson 4</u> "A Favorite Form" <u>Unit 2 Lesson 5</u> "Playing with Form" <u>Unit 3 Lesson 6</u> "Sing a Standard" 5B: <u>Unit 1 Lesson 9</u> "Vocal Timbres" <u>Unit 2 Lesson 10</u> "Shades of Sound" <u>Unit 2 Lesson 11</u> "Musical Colors" <u>Unit 4 Lesson 10</u> "Hear the Band" <u>Unit 5 Lesson 9</u> "Different Cultures and Timbres" 5C: <u>Unit 2 Introduction</u> "Rock and Roll is Here to Stay" <u>Unit 3 Lesson 7</u> "In Rare Form" <u>Unit 3 Lesson 10</u> "Melodic Motives" <u>Unit 4 Introduction</u> "Jazz – Hot Swing and Big Band" <u>Unit 5 Lesson 1</u> "Take Your Time"</p>
	<p>VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>A. K-4 BENCHMARK 6A: <i>Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.</i></p>	<p>6A: Ludwig von Beethoven "Piano Concerto No. 21"</p>	<p>6A: <u>Unit 1 Lesson 10</u> "Sounds of Harmony" <u>Unit 5 Lesson 10</u> "Spanish Textures"</p>

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	<ol style="list-style-type: none"> 1. Study and perform music from various cultures with an emphasis on historical and cultural connections. 2. Study and perform music representative of the cultures found in New Mexico. 3. Identify specific musical characteristics unique to a country or cultural style of music. 		<u>Unit 5 Lesson 12</u> "Calypso Texture" <u>Unit 6 Lesson 3</u> "Meters Move" <u>Unit 6 Lesson 11</u> "African Choir Sounds"
	<p>VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>A. K-4 BENCHMARK 7A: <i>Understand how various instruments have evolved.</i></p> <ol style="list-style-type: none"> 1. Discuss and identify how instruments have developed from natural materials to man-made materials. 2. Discuss similarities and differences among folk instruments across cultures. 3. Discuss how the development of electronic instruments has influenced contemporary music. <p>B. K-4 BENCHMARK 7B: <i>Use appropriate music technology.</i></p> <ol style="list-style-type: none"> 1. Understand how music technology is an extension of the traditional music curriculum. 	<p>7A: Baroque and Classical Periods – languages and instruments</p> <p>7B: Frederic Chopin "Minute Waltz" play various versions</p>	<p>7A: <u>Unit 4 Lesson 5</u> "Canon Form" <u>Unit 6 Introduction</u> "New Native American Drumming"</p> <p>7B: <u>Unit 1 Lesson 12</u> "Obstinate Ostinatos" <u>Unit 3 Lesson 5</u> "Musical Bridges" <u>Unit 5 Lesson 5</u> "American Variations" <u>Unit 5 Lesson 11</u> "Steps to Harmony" <u>Unit 6 Lesson 12</u> "Bernstein's Textures"</p>
	<p>VIII. Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</p> <p>A. K-4 BENCHMARK 8A: <i>Model appropriate audience behavior at live concert performances.</i></p> <ol style="list-style-type: none"> 1. Understand and exhibit proper concert etiquette. 2. Model respectful behavior, understanding the dynamics of what it takes to be a performer. 	<p>8A: Southwest Symphony Concerts, Opera Unlimited, Traveling Lantern Theater</p>	<p>8A: 6th Grade All-District Honor Choir</p>

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	<p>B. K-4 BENCHMARK 8B: <i>Participate in appropriate school programs.</i></p> <p>1. Prepare and perform age-appropriate material at school and community-based programs.</p> <p>C. K-4 BENCHMARK 8C: <i>Share and develop cultural experiences.</i></p> <p>1. Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations.</p>	<p>8B: 6th Grade Honor Band</p> <p>8C: Christmas Caroling, American Education Week Performances</p>	<p>8B: <u>Units 7-11</u> Theme-based Lessons for Performance; Power of Performance Musicals</p> <p>8C: <u>Unit 12 Lessons 1-13</u> "Holidays and Celebrations"</p>
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