



# Bedford Public Schools

## Grade 6 – Music

The purpose of 6th grade general music is to continue students' experience with the fundamental elements of music introduced in elementary school: melody, rhythm, harmony, form, timbre and style. Concepts are explored through a variety of activities including listening, analysis, reading, writing, singing, performance on class instruments, movement, game playing, improvisation, and composition. There is no assigned text but enrichment is provided through a wide variety of resources including audio-visual materials, handouts, exposure to an assortment of instruments, individual creativity and group games and experiences.

The goal of the course is expose students to both the aesthetic and developmental aspects of music. Allowing students to experience the aesthetic of music—the expression of the human spirit through art—along with the developmental social and intellectual behaviors provided by music is the focus of the course. The essential question is: why and how do humans use sound to communicate thoughts and feelings and how do these sounds bind us together as a culture and community.



### Learning Expectations

#### Rhythm & Beat Competency

#### Pitch/Melody/Harmony

#### Analyzing, Describing, and Critiquing

#### Music in History & Culture

### Rhythm & Beat Competency

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Rhythm and Beat are the core foundation of any piece of music.</li> <li>• Rhythmic patterns can be broken down into groups of two or three.</li> <li>• People who play together in an ensemble must be able to play together with a steady beat and be able to listen to one another.</li> <li>• Being able to read and write rhythms down makes it possible to share music with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people confuse rhythm and beat?</li> <li>• How are rhythm, beat, and tempo intertwined?</li> <li>• What is the difference between music and noise?</li> <li>• Why do we write music down when many people learn by ear?</li> </ul>	<ul style="list-style-type: none"> <li>• Master the concepts of rhythm and beat on a number of musical instruments.</li> <li>• Be able to read and play rhythm patterns in 4/4, 2/4, 3/4, and 6/8 time, up to sixteenth note values, including syncopated patterns.</li> <li>• Students can use an established counting system to write down rhythm patterns.</li> <li>• Keep a steady beat while playing with others.</li> <li>• Demonstrate competency maintaining steady beat in a solo performance.</li> </ul>

**Pitch/Melody/Harmony**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Melodies are made up of pitches arranged in a specific order.</li> <li>• Melodies can be played or sung using a variety of instruments.</li> <li>• Recognizing, performing and recalling melodies is universal in all world cultures.</li> <li>• Chord progressions vary from simple to complex, and can vary greatly even within genres and across cultures and eras.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between melody and harmony?</li> <li>• How does melody imply the chord that accompanies it? Is there more than one way to harmonize a melody?</li> <li>• How do we learn to actively listen to and understand music that we may not enjoy initially?</li> <li>• Why do certain melodies and harmonies imply a place or culture? (ex: Why does the harmonic minor scale remind?)</li> </ul>	<ul style="list-style-type: none"> <li>• Using a variety of instruments or singing, students will be able to read, play, and improvise melodies in a variety of keys and modes.</li> <li>• Students will understand pitches written in treble and bass clef.</li> <li>• Students will be able to arrange familiar melodies using progressively sophisticated chord progressions.</li> </ul>

**Analyzing, Describing, and Critiquing**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"><li>• There is a distinct vocabulary for music (ex: Dynamics instead of Volume).</li><li>• In order to be a critic, one must be familiar with the basic terms for describing music.</li></ul>	<ul style="list-style-type: none"><li>• Can music that you dislike still be considered good music?</li><li>• Does every generation invent new music?</li></ul>	<ul style="list-style-type: none"><li>• Listen to music from a variety of cultures, genres, and eras and be able to use musical vocabulary to analyze and describe it.</li><li>• Students will use objective criteria and subjective analysis to critique their own music and compositions of others.</li></ul>

**Music in History & Culture**

<b>Enduring Understandings</b> In order to meet the standards, the students will need to understand that . . .	<b>Essential Questions</b> In order to understand, students will need to consider questions such as . . .	<b>Knowledge and Skills</b> Learning this material will require students to . . .
<ul style="list-style-type: none"> <li>• Every culture has a musical tradition. Music can sound very different around the world.</li> <li>• Western European music is delineated into eras.</li> <li>• Modern Western music is a synthesis of European and African traditions.</li> <li>• Jazz and Blues are American art forms.</li> <li>• Music reflects the time that we live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Is music entertainment, or is it art?</li> <li>• Can you become an expert in a musical style that is not from the culture you grew up in?</li> <li>• How can two completely different pieces of music be considered part of the same genre? (ex: Fly Me To The Moon and Giant Steps)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to name the eras of Western classical music (ex: Baroque, Romantic, 20<sup>th</sup> Century, etc).</li> <li>• Students will understand the progression of popular music from its roots through to the present day.</li> <li>• Students will be able to explain how the life and musical work of a given artist represents the time and place in which they lived.</li> </ul>