

6th Grade Music Technology

This class is open to all students in 6th grade who wish to develop skills in music in a non-performance setting. Music Technology is a full year class and meets three times per week. This course is designed to be a hands-on approach to address the *Three Artistic Processes* of creating, performing and responding by utilizing the Music in Education keyboard lab and is based on Connecticut State Standards for Music Education. Music Technology uses a set of fifteen networked keyboards (Yamaha's Music in Education keyboard lab) to teach students to become music readers, composers and well-rounded music consumers. Class size is limited to fifteen participants based on number of work stations or current functioning keyboard availability.

Course Overview

Course Goals

Students should:

- sing simple melodies in major keys while playing the keyboard as a group.
- read and play traditional notation in treble and bass clefs on the keyboard using one hand.
- read and play simple rhythmic notation in duple meter on the keyboard using one hand.
- compose and notate a four bar melody in treble clef using standard notation.
- identify musical forms from aural examples in a variety of styles.
- improvise an unaccompanied melody on the keyboard.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. Unit 1 - [Keyboard Orientation](#)
- II. Unit 2 - [Melodic Music Reading and Analyzing](#)
- III. Unit 3 - [Rhythmic Music Reading](#)
- IV. Unit 4 - [Music Composition & Improvisation](#)

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Music Standards are met in the following areas:

- *Vocal*
- *Instrumental*

Skill Objectives

Students will:

- sing melodies while playing the keyboard as a group.
- identify and play pitches and rhythms with one hand on the keyboard.
- play scales and simple melodies in the key of C Major and A minor in treble and bass

	<ul style="list-style-type: none"> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History And Cultures</i> 	<p>clefs on the keyboard with two hands.</p> <ul style="list-style-type: none"> • differentiate between melodic and rhythmic patterns from aural examples. • identify steps and skips on the keyboard and on the music staff. • write music examples using standard music notation in the treble clef for the keyboard. • analyze short musical examples identifying the following compositional techniques: melodies that utilize call and response, strong and weak beats, question and answer. • experiment with Improvisation on the keyboard.
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Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June

Music Literacy – ongoing unit of study throughout the entire course

Unit 1 <u>Keyboard Orientation</u> 10 weeks	Unit 2 <u>Melodic Music Reading and Analyzing</u> 10 weeks	Unit 3 <u>Rhythmic Music Reading</u> 10 weeks	Unit 4 <u>Music Composition & Improvisation</u> 10 weeks
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Music Literacy

Core Topics

- Ear training
- Sight/Music reading:
- Steady Beat
- Music alphabet and expanding note/key recognition
- Posture, hand position and finger technique
- Analyzing listening examples
- Composing
- Improvising

Unit 1 – Keyboard Orientation, 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

Unit Objectives

Students will be able to:

- name all the white notes on the keyboard and F# and Bb.
- identify high verses low registers.
- demonstrate a step and a skip.
- understand the musical alphabet.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How do you locate C in relation to other notes on the keyboard?
- Why is the right side of the keyboard high notes and the left side low notes?
- How does the music alphabet enable you to distinguish the difference between a step and a skip on the keyboard?
- How do you select the keyboard’s orchestral instruments and utilize the keyboard percussion?

Assessment

Demonstrate accurate key recognition by naming all the white notes.

Lesson Planning Resources

- Keyboard functions
- Register/Clusters
- Up, down, same
- Music alphabet
- Steps
- Skips

Materials/Resources

- Acoustic piano
- Tables for keyboards and 15 stools
- Music Alive annual subscription
- Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts
- THEORY TIME Levels 1A packet

Unit Skills

Students will:

- be able navigate the musical keyboard.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>
<ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 		

Unit 2 - Melodic Music Reading and Analyzing, 10 Weeks [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

Unit Objectives

Students will be able to:

- identify the components of melody.
- utilize sharps and flats as accidentals.
- define program music.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- What method do you use to remember the note names of the treble clef lines and spaces?
- How does a melody made of skips/steps look on the staff?
- How does a composer use steps, skip and

Assessment

Students will be able to accurately write/name notes in the treble clef on their monthly playing songs.

	<p>repeated notes to create their melodies?</p> <ul style="list-style-type: none"> • How does a sharp or flat changes a note? • What is “program music”? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Repeated Melodic Patterns • Call & Response • Seconds and thirds • Fifths • C and G major • Sharp and flat • Program Music 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Levels 1A packet 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • play simple melodies on the keyboard • listen to program music and correlate story events with musical themes.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 3 - Rhythmic Music Reading, 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Unit Objectives

Students will be able to:

- listen to and evaluate duple and triple meter in musical excerpts.
- listen to and identify quarter notes, half notes, eighth notes and their corresponding rests in musical excerpts.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How are rhythms organized?
- What is enumeration and what is its role in music reading?
- How do rhythmic combinations establish different music styles/genres?

Assessment

Students will perform song playing tests with accurate rhythms and pitches in the key of C major on the keyboard.

Theory Assessment

Students will be able to complete the THEORY TIME Level A packet worksheets.

Lesson Planning Resources

- Strong and weak beats
- Quarter Note & quarter rest

Materials/Resources

- Acoustic piano
- Tables for keyboards and 15 stools

Unit Skills

Students will:

- enumerate and notate four bars phrases

<ul style="list-style-type: none"> • Half note & half rest • Eighth note & eighth rest • Duple meter • Common time • Enumeration 	<ul style="list-style-type: none"> • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Levels 1A packet 	<p>in standard notation</p> <ul style="list-style-type: none"> • identify the components of rhythm • identify duple and triple meters
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 4 - Music Composition & Improvisation, 10 weeks [top](#)

Standards

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Composition

Students will compose and arrange music.

Students will:

- compose short pieces within specified guide-lines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Unit Objectives

Students will be able to:

- listen to and evaluate dynamics in musical excerpts of various genres.
- listen to and identify elements of musical form in musical excerpts of various genres.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- What is the difference between a spontaneous improvisation and a composed piece of music?
- What elements of music organize a melody?
- What characteristics distinguish different musical styles?

Assessment

MIE PARTNER IMPROVISING ASSIGNMENT

<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Phrase and form • Question and answer • Call and response • Crescendo and decrescendo • Forte and piano • Legato and staccato 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Levels 1A packet 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise four bars of music utilizing the keyboard. • compose four bars of music utilizing the keyboard. • notate their composition in standard notation. • use Finale Notepad and print their compositions. • evaluate their own and each others' compositions. •
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>