

HPS 6-8 Grade Level Essential Skills for Encore Courses

DRAFT

2009-2010

Grade Level: 6

Subject: Music

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of the Michigan Department of Education and federal guidelines

During the 2008-09 and the 2009-2010 school years, groups of encore teachers worked under the guidance of curriculum consultants and/or HPS administrators to study the standards and benchmarks of their elective courses. Through professional development efforts, these groups learned to identify essential skills for each grade level subject. Using their new found knowledge, they reviewed the standards and chose those they believed to be non-negotiable skills to be mastered at each grade level. Some of the encore (elective) sorts of classes, such as band, lend themselves to yearly standards and benchmarks. Others are built on quarterly standards and benchmarks and have even been able to assign a recommended number of lessons, per quarter, needed to successfully teach each standard, thus securing the curriculum as viable. Vocabulary, another important component to uniform expectations among our students, is being identified in these documents. And examples of embedded assessments are also being created for each expectation, with the creation of uniform summative assessments to follow the final approval of these documents.

The essential skills found within this document will be piloted in the 2009-2010 school year with a format provided for feedback from the 6-8 staff. At the conclusion of each year teacher groups will re-assemble to review the edit suggestions, again under the guidance of educational consultants and/or HPS administration. These steps will culminate in revisions for a document that will remain fluid.

It should be noted that standards and benchmarks within these documents may be based on either those from the Michigan Department of Education or on National standards. The Michigan Department of Education has not yet established standards and benchmarks for each of our encore subjects. Also note that the overall number of expectations identified as essential skills is possibly smaller than the total articulated within the State’s or the Nation’s expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline.

HPS Scope Sequence
 DRAFT Aug. 2009
 6th Grade
 Vocal Music

Standard or GLCE #	Standard or GLCE Language	What this means:	Year Long	Examples of Formative Assessments	Vocabulary
	Students will				
					

Performing

1.1	Apply skills and knowledge to perform in the arts.	Performances and concerts	Y		Treble Clef, Bass Clef, Style, Genre, Dissonance, Consonance, Meter, Scale, Phrasing, Instrumentation, Timbre, Dynamics, Balance, Aesthetic, Accuracy, Articulation, Staccato, Repeat Signs, Coda, Legato, Accent, Pitch, Blend, Etiquette, Tempo, Breath Energy, Passagio, Soprano, Alto, Tenor, Bass, Voicing, Score, Brace, Bracket, Measure, Accompaniment, A Capella, Improvization, Rhythm, Dictation, Sight-reading, Melody, Harmony, Vowels, Consonants, Intonation, International Phonetic Alphabet (IPA),
1.1.1	Sing and play, with expression and technical accuracy, a repertoire of vocal and instrumental literature, including some songs performed from memory.	Students will learn to become independent musicians.	Y	Periodic singing tests during class, In-class recording, Concerts, Small-group singing	
1.1.2.	Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.	Students will be exposed to a diverse collection of world and historical music.	Y	Listening logs, music maps, class discussion, listening exams	
1.1.3	Sing accurately with good breath control throughout the singing ranges.	Students will demonstrate appropriate healthy breathing techniques in order to achieve quality vocal tone throughout their singing ranges	Y	Teacher and student observation	
1.1.4	Sing music written in two and three parts	Music will be sung in Soprano and Alto voicing.	Y	Concerts, sight-reading, singing of rounds, small group singing	
1.1.5	Perform accurately, with appropriate technique, on at least one instrument-solo, in small and large ensembles.	Students will perform either in class, or at a concert alone or with others.	Y	Solo auditions, small group performances during class and concerts, peer modeling, instrumental accompaniment	
1.1.6	Use electronic instruments in a variety of ways as a performance medium	Multi-media tools will be incorporated into performance or classroom lessons	Y	Recording of converts through audio and video recording.	
1.1.7	Play simple melodies and harmonic accompaniments by ear	Students will improvise using the voice, piano or bells/tone chimes	Y	Vocal warmups, analyzation of harmonic structure of performance pieces	
1.1.8	Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.	Students will learn to count complex rhythms.	Y	Sight-reading, rhythm counting tests, melodic dictation, copying rhythmic patterns	

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1.1.9	Sight read simple melodies in treble and bass clefs.	Students will sing 8 measure melodies that they have not seen before.	Y	Rhythm and note reading worksheets, sight-reading games, District Choral Festival,	Diaphragm, Soft Palate, Hard Palate, Solfeggio, Tonality, Major, Minor, Pentatonic, Interval, Whole step, Half step, Accidental, Flat, Sharp, Natural, Alignment/Posture, Romantic, 20th Century, Folk Song, Polyphony, Homophony, Counterpoint, Instrumentation, A Capella, Musical Tradition	
1.1.10	Use standard notation to record personal musical ideas and the musical ideas of others.	Students will strive to use Western musical notation to document their creative musical ideas.	4th Quarter	Cumulative Year-End Project		
Creating						
2.2	All students will apply skills and knowledge to create in the arts.	Students will use what they learn in our class in a creative manner	Y	Class projects		
2.2.1	Improvise simple harmonic accompaniments.	Students will be able to aurally distinguish between major and minor tonalities	Y	Warm-ups, song-specific accompaniments		
2.2.2	Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.	Students will be able to demonstrate understanding of the pentatonic and major scales.	Y	Warm-ups (Do, Fa and Sol scales)		
2.2.3	Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	Dependant on literature, students may improvise a melody over piano accompaniment.	Y	Teacher observation and student reflection		
2.2.4	Compose short pieces within specified guidelines.	Singers display an understanding of compositional elements.	4th Quarter	Class projects, Worksheets		

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Analyzing in Context					
3.3	All students will analyze, describe and evaluate works of art.	Students will listen to a varied repertoire of music and use musical terminology to describe it.	Y	Listening logs, music maps, class discussion, listening exams	
3.3.1	Describe specific music events in a given aural example, using appropriate terminology.	Students will listen to a varied repertoire of music and use musical terminology to describe it.	Y	Listening logs, music maps, class discussion, listening exams	
3.3.2	Analyze the uses of elements of music in aural examples representing diverse genres and cultures.	Students will listen to a varied repertoire of music and use musical terminology to describe it.	Y	Listening logs, music maps, class discussion, listening exams	
3.3.3	Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply these criteria when performing.	Students will use the MSVMA Festival Rubric to evaluate performances of their own and of others.	Y	Class discussion, listening logs, worksheets	
3.3.4	Evaluate the quality and effectiveness of one's own and others' performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria and offering constructive suggestions for improvement.	Students will use the MSVMA Festival Rubric to evaluate performances of their own and of others.	Y	Class discussion, listening logs, worksheets	
Arts in Context					
4.4	All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.	Students will hear a wide variety of listening examples from differing genres, musical periods and world cultures.	Y	Class discussion, listening logs, worksheets	

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4.4.1	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	Students will hear a wide variety of listening examples from differing genres, musical periods and world cultures.	Y	Class discussion, listening logs, worksheets	
4.4.2	Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.	Students will hear a wide variety of listening examples from differing genres, musical periods and world cultures.	Y	Class discussion, listening logs, worksheets, written evaluation	
4.4.3	Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	Students will hear a wide variety of listening examples from differing genres, musical periods and world cultures.	Y	Class discussion, listening logs, worksheets, written evaluation	
4.4.4	Describe the impact of electronic media on music.	Students will be exposed to many varying media uses for music such as recording and playback technology.	Y	Classroom recordings, Class discussion, Class projects	
Connecting to other Arts, other Disciplines, and Life					
5.5	All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	Students will explore how visual art, and other disciplines (ie: Math, Science, Social Studies, Language Arts, etc) relate to music.	Y	Class discussion, projects, worksheets, listening logs, research opportunities	
5.5.1	Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.	Students will identify characteristics of music and compare them to other works of art, or create their own.	Y	Class projects, Listening Log	

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5.5.2	Describe ways in which the principles and subject matter of other disciplines are related to music.	Students will explore how visual art, and other disciplines (ie: Math, Science, Social Studies, Language Arts, etc) relate to music.	Y	Class discussion	
5.5.3	Compare, in several cultures of the world the function music serves, roles of musicians, and conditions under which music is typically performed.	Students will hear a wide variety of listening examples from differing genres, musical periods and world cultures.	Y	Class discussion, listening logs, worksheets	
5.5.4	Describe the role of music in artistic applications of electronic media today.	Students will be exposed to many varying media uses for music such as recording and playback technology.	Y	Classroom recordings, Class discussion, Class projects	