



General Music (Grade 6)

Course Description:

The curriculum for this course is developed from the [2017 WMEA Wisconsin Music Standards](#). 6th Grade General Music is a required class as part of a rotating schedule of exploratory classes. This class meets for 29 consecutive days. Students continue to build on skills and concepts acquired in elementary general music. These skills include singing, playing classroom instruments, reading music notation and music composition. Students will continue to learn about music history, and how music relates to other areas of life.

Essential Understandings:

1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. (Cr:1.1Ea)
2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. (Cr:2.1Ea, Cr:2.1Eb)
3. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. (Cr:3.1Ea)
4. Musicians' presentation of creative work is the culmination of a process of creation and communication. (Cr:3.2Ea)
5. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. (Pr:4.1Ea)
6. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. (Pr:4.2Ea)
7. Performers make interpretive decisions based on their understanding of context and expressive intent. (Pr:4.3Ea)
8. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria (Pr:5.1Ea).
9. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response (Pr:6.1Ea, Pr:6.1Eb).
10. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. (Re:7.1Ea)
11. Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. (Re:7.2Ea)
12. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.(Re:8.1Ea)
13. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.(Re:9.1Ea)
14. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. (Cn:10.1Ea, Cn:10.1Eb, Cn:10.1Ec)
15. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. (Cn:11.1Ea, Cn:11.1Eb, Cn:11.1Ec)

Unit	Description of Unit and Learning Targets
Creating <ul style="list-style-type: none">• How do musicians generate creative ideas?• How do musicians make creative decisions• How do musicians improve the quality of their creative work?• When is a creative work ready to share?	<p>Students will discover the creative process through creating solfege melodies, warm ups, and improvising in various idioms.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none">• Imagine: I can create musical ideas and phrases for different reasons.• Plan and Make: I can create musical ideas for specific reasons or in specific ways and write it down.• Evaluate and Refine: I can evaluate how my musical ideas fit criteria and make changes if necessary.

	<ul style="list-style-type: none"> Present: I can share my musical creations with the teacher, class, or friends.
Performing <ul style="list-style-type: none"> How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 	<p>Students will experience the performing process through the study of beginning and intermediate level choral repertoire and small group/solo repertoire that cumulates in concerts and the Solo & Ensemble festival.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Select: I can choose music based on various factors, our skill level, our interest, a theme, and historical content. Analyze: I can analyze the way music was composed and for what purposes, including form, historical, etc. Interpret: I can infer why composers made certain composers and how we can interpret them. Rehearse, Evaluate, and Refine: I can evaluate and refine my performance, and share ideas for the group to perform better. Present: I can perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and message of the concert/song.
Responding <ul style="list-style-type: none"> How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? 	<p>Students will discover the responding process through analyzing their own and others' choral performances and studying the various genres in Western Music History.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Select: I can choose music to listen to or study for specific reasons. Analyze: I can analyze how the form and structure of the piece affect my response or other's response to that piece. Interpret: I can infer on the creator's purpose or message and determine whether the performer demonstrated the message. Evaluate: I can back up my inference with specific language and detailed descriptions using my own, teacher, or class criteria.
Connecting <ul style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? 	<p>Musical connections will be explored throughout the course and woven into instruction and discovery of the creating, responding, and performing processes. Students will also have reflection opportunities. Musicians connect personally and with global understandings:</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> I can use my personal experience and feelings, knowledge of music concepts to relate to composers and the music they create. I can show how music connects with various subjects, and connects people and culture around the world.