

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Sixth Grade General Music	Komula	6th
Course Title	Teacher(s)	Grade Level(s)
Course Structure	<input checked="" type="radio"/> Single Semester <input type="radio"/> Full Year (Single Grade) <input checked="" type="radio"/> Multiple Years (Combined Grades)	

Course Description This class is an exploration of various topics in music. It is a continuation of some of the concepts and topics covered in the general music classes at the elementary level. This class is offered for those students who are not pursuing a course in chorus, band or orchestra. In this class, the student will have the opportunity to explore topics such as, but not limited to, music and the law, music listening technology, music theory, form in music, songwriting techniques, famous composers and Americas true original art form, Jazz. The student will have the opportunity to use the internet to enhance the music experience in and out of the classroom. This class is graded on class participation, tests (written, oral, and listening), as well as various written and in class activities.

Established Goals	Transfer	
Music Program Goal 1 Develop Skills in Music Reading Music Program Goal 2 Perform with Musical Expression Music Program Goal 3 Listen to Music with Understanding Music Program Goal 4 Make Value Judgments about Music	<i>Students will be able to independently use their learning to . . .</i>	
	<ol style="list-style-type: none"> 1. Understand the social and cultural impact that music has on a society. 2. Relate past music business practices to the music business today. 3. Critically analyze a piece of music to better understand the composer’s perspective. 	
	Meaning	
	<i>Understandings</i> <i>Students will understand that . . .</i>	<i>Essential Questions</i> <i>Students will keep considering . . .</i>
	<ol style="list-style-type: none"> 1. Music from the past influences the creation of music of the present and future. 2. All styles of music are important in the evolution of modern popular music. 3. Music reading skills provide future musical opportunities. 4. Music reflects the time in which it was created. 5. Advancements in technology have influenced music in the past and continue to influence music in the present. 	<ol style="list-style-type: none"> 1. The difference between music of good quality and music of poor quality. 2. Ways that music can be performed in an expressive way. 3. How music can express emotions. 4. What it takes to be a musician or work in the music industry. 5. How music can express emotions. 6. How to articulate personal opinions of music and explain how and why their personal experiences have affected their opinions.

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill²	
<i>Knowledge</i>	<i>Skills</i>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. Formal structure of music 2. The history of musical eras. 3. The history of Bach 4. The history of Beethoven 5. The history of Antonio Vivaldi. 6. The history of Mozart. 7. Available jobs in the music industry and the current pay scale of each profession. 8. How to recognize the effects of the change in technology and social media on music. 	<p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> 1. Analyzing popular music. 2. Recognizing musical trends that have influence music and society. 3. Recognizing the influence of famous composers. 4. Recognizing patterns in musical form.

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).