

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 6th

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/03/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> <li>How do I create music using technology (10 weeks)?</li> <li>How do I analyze music used with media (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I create “Mickey-Mousing” sound effects (5 weeks)?</li> <li>How do I create and perform music related to the Renaissance Era (5 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I analyze the evolution of music through the Baroque, Classical, and Romantic Eras (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I analyze careers related to music (10 weeks)?</li> <li>How do I apply my musical knowledge to make a living in the performing arts (5 weeks)?</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>

	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>
Standards	<p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship</p>	<p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p>1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship</p>	<p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>1.3A.8.Re7b: Classify and compare how the elements of</p>	<p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>

	<p>and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p> <p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>1.3A.8.Re7a: Select programs of music (e.g., a</p>	<p>and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p> <p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>1.3A.8.Re7a: Select programs of music (e.g., a</p>	<p>music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p> <p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
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<p>Accommodations and Modifications</p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>
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	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>
Assessments	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements by students providing or creating examples</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Music projects</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements by students providing or creating examples</li> <li>• Separate quizzes for each music era, including multiple choice, written responses, and listening questions</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements by students providing or creating examples</li> <li>• Separate quizzes for each music era, including multiple choice, written responses, and listening questions</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Career descriptions, categorization, and research activities</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Research and discussion</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Music projects</li> </ul>

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21st Century Themes and Skills	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>