

**Effective Date: 2011/2012**

## **Hamburg Area School District**

**Name of Course: 6<sup>th</sup> Grade General Music**  
**Department: Music**

**Grade Level: 6**

**Instructional Time:**

**Length of Course: 45 Days**

**Period Per Cycle: 1,2,3,4,5,6**

**Length of Period: 52 minutes**

**Texts and Resources:**    **Essential Elements for Guitar**  
                                  **Will Schmid/Bob Morris**  
                                  **Hal Leonard Corp. 00862639**

**Assessments:**

**Guitar Playing Assessment (4)**

**Written Quiz on music notation (1)**

**Quiz on guitar part identification (1)**

**Blues Project-History and Theory (1)**

**Guitar Composition/Performance (1)**

**Hamburg Area School District**  
**Course Plan**  
**(Music-Middle School)**

**Course Name: 6<sup>th</sup> Grade General Music**

**Unit:** Introduction to Acoustic Guitar

**Time Line: 7 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the best way to position the left and right hands while playing the acoustic guitar?	<ul style="list-style-type: none"> <li>Students will hold the guitar with good posture, playing position and pick control.</li> <li>Students will identify by name and function the parts of the acoustic guitar, including string names.</li> </ul>	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G, H
How can one produce a clear tone on the acoustic guitar?  How does one match guitar strumming to the beat of a song?	<ul style="list-style-type: none"> <li>Students will be able to press the string until it meets the fret board.</li> <li>Students will strum the correct strings with a pick, with light and even pressure on all strings.</li> </ul>	NS 2.a,b; 5 a,c, 2.a /PA 9.1.8 B,C,G
How does a guitar player coordinate singing and playing chord progressions at once?	<ul style="list-style-type: none"> <li>Students will be able to sing and play simple guitar chord progressions simultaneously.</li> <li>Students will play and sing with accuracy.</li> <li>Students will play songs from African American and Caribbean musical traditions.</li> </ul>	NS 1.a, c; 2.a,b,c;5.a,c, 9.a/PA 9.1.8 B,C,G; 9.2.8A
What are important considerations in guitar technique that should be considered when one is playing a chord progression? Why are music theory elements important to guitar playing?	<ul style="list-style-type: none"> <li>Students will create assessment criteria for chord progression playing based on music theory and guitar technique.</li> <li>Students will identify the rhythm values of whole, half and quarter and play them accurately on guitar.</li> </ul>	NS 2.a,b; 5.a,c; 7.a,b/PA 9.1.8B,C,G

**Hamburg Area School District  
Course Plan  
(Music-Middle School)**

**Course Name: 6<sup>th</sup> Grade General Music**

**Unit: Single Notes E, F, G and Chords G/D7**

**Time Line: 5 Days**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How can two guitar players coordinate single note and chord playing within the same song?</p> <p>How does proper left hand technique look and feel when playing chords and single notes?</p> <p>What are the names of the line and space notes on the treble clef staff?</p>	<ul style="list-style-type: none"> <li>Students will recognize the difference between E, F and G notes on the staff and on the guitar fretboard.</li> <li>Students will play the E, F and G notes in varied sequences.</li> <li>Students will partner with another player to play single notes and chords simultaneously.</li> </ul>	<p>NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G</p>
<p>What are important considerations in guitar technique that should be considered when one is playing?</p>	<ul style="list-style-type: none"> <li>Students will create assessment criteria for single note playing based on music theory and guitar technique.</li> <li>Students will play a song including the E, F and G notes with technical accuracy.</li> </ul>	<p>NS 2.a,b; 5.a,c; 7.a,b/PA 9.1.8B,C,G</p>
<p>How does one read guitar chord charts?</p>	<ul style="list-style-type: none"> <li>Students will play a chord progression including G and D7 with technical accuracy.</li> </ul>	<p>NS 2.a,b; 5.a,c; 7.a,b/PA 9.1.8B,C,G</p>

**Hamburg Area School District  
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**Course Name: 6<sup>th</sup> Grade General Music**  
**Unit: Single Notes B, C, D**

**Time Line: 4 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Where are the notes B, C and D (B string) on the treble clef staff?  How does one change fingering and pluck accurately for B, C and D on the B string?	<ul style="list-style-type: none"><li>• Students will play musical exercises containing only B, C and D on the B string with technical accuracy.</li></ul>	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G

**Hamburg Area School District  
Course Plan  
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**Course Name: 6<sup>th</sup> Grade General Music**

**Unit: Blues Music**

**Time Line: 8 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the pattern of chords that accompanies Delta blues?	<ul style="list-style-type: none"> <li>Students will play Delta Blues 12 bar chord progression with accuracy of fingering and strumming and with proper technique and will sing 12 bar blues melodies with accuracy.</li> </ul>	NS 1.a,b;2.a,b; 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8
What events helped to shape blues music into a distinct style? How can one complete a blues verse using both chords, melody and words?	<ul style="list-style-type: none"> <li>Students will accurately write about the most important facts detailing how blues music developed, both in theory and history.</li> <li>Students will fill in the missing chords, melody and words to complete the Delta Blues song verse.</li> </ul>	NS 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8
How does the sound of Delta Blues music change as blues musicians moved from the country into city performance venues?	<ul style="list-style-type: none"> <li>Students will aurally identify changes in tone color and pattern between rural and urban Delta Blues music.</li> </ul>	NS 5.a,c; 6 a,b,c;7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8

**Hamburg Area School District  
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**Course Name: 6<sup>th</sup> Grade General Music**  
**Unit: Melody/Notes on B and E strings**

**Time Line: 5 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How can one play a song with six different pitches with accuracy?	Students will play a melody containing single notes from the B and E strings with accuracy of fingering and picking and with proper technique.	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G

**Hamburg Area School District  
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**Course Name: 6<sup>th</sup> Grade General Music**

**Unit: Transition from Blues to Early Rock and Roll/  
G and A on the G string**

**Time Line: 8 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>How does one hold the guitar pick when playing down-up stroke?</p> <p>How can one plan a strumming pattern for an early rock and roll song?</p>	<ul style="list-style-type: none"> <li>Students will be able to play the down/up strumming pattern with a steady tempo.</li> <li>Students will display knowledge of quarter and eighth notes by playing a strumming pattern that compliments the rhythm of an early rock song.</li> </ul>	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G, H
<p>How can one play four chord (G, G7, D7, C) in a progression with down strum and down-up strum?</p>	<ul style="list-style-type: none"> <li>Students will demonstrate down-up stroke technique and knowledge of G, G7, D7, C chord progressions by playing an exercise including both the progression and strumming technique.</li> </ul>	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G, H
<p>What facts about early rock history are the most important to the development of the style?</p>	<ul style="list-style-type: none"> <li>Students will listen to and compare the tone color and style of blues and early rock to determine the similarities and differences between the two styles.</li> <li>Students will play and sing exemplars from early rock and roll.</li> </ul>	NS 1.a,b;2.a,b 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8
<p>How can I maintain melodic accuracy when playing a song involving three strings on the guitar?</p>	<ul style="list-style-type: none"> <li>Students will play either Rockin' Robin or Surf Rock with accuracy of pitches, rhythm and playing technique.</li> </ul>	NS 2.a,b; 5 a,c, 2.a/PA 9.1.8B,C,G

**Hamburg Area School District  
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**Course Name: 6<sup>th</sup> Grade General Music**  
**Unit: Mariachi Music**

**Time Line: 7 Days**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are the special features of Mariachi music?	<ul style="list-style-type: none"> <li>Students will play and sing melodic sequence with accuracy.</li> <li>Students will aurally and visually identify the instruments and voices that perform Mariachi music.</li> </ul>	NS 1.a,b;2.a,b 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8 A,D,E,G
How can one show the rhythmic changes in sesquialtera with instruments or bodily movement?	<ul style="list-style-type: none"> <li>Students aurally identify changes in form and display the changes by changing their instrument playing or movement.</li> </ul>	NS 1.a,b;2.a,b 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8 A,D,E,G
How many sections are in a jarabe and why are there so many sections?	<ul style="list-style-type: none"> <li>Students will change their stance when a new dance begins.</li> </ul>	NS 1.a,b;2.a,b 5.a,c; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8A,D,E,G
What are similarities and differences between Mariachi music and the Mariachi Mass?	<ul style="list-style-type: none"> <li>Students will compare and contrast a traditional Mariachi song with an original composition in Mariachi style (by a Pennsylvania composer)</li> <li>Student answers to the quiz will be graded to evaluate student recognition of Mariachi tone color and forms</li> </ul>	NS 1.a,b;2.a,b 5.a,c; 6; 7.a,b; 9.a,b,c/PA 9.1.8B,C,G; 9.2.8 A,D,E,G,H;9.4.8