Content Area	Music		Grade Level	6th Grade
Course Name/Course Code	General Music			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Expression of Music	1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale	MU09-GR.6-S.1-GLE.1
	2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading	MU09-GR.6-S.1-GLE.2
	3. Demonstrate major and minor scales	MU09-GR.6-S.1-GLE.3
2. Creation of Music	1. Create melodic and rhythmic patterns	MU09-GR.6-S.2-GLE.1
	2. Improvise call-and-response patterns	MU09-GR.6-S.2-GLE.2
3. Theory of Music	1. Identification of rhythmic and melodic patterns in musical examples	MU09-GR.6-S.3-GLE.1
	2. Notation of level .5 using the appropriate clef for instrument and/or voice	MU09-GR.6-S.3-GLE.2
	3. Analysis of a beginning level composition or performance using musical elements	MU09-GR.6-S.3-GLE.3
4. Aesthetic Valuation of Music	1. Determination of strengths and weaknesses in musical performances according to specific criteria	MU09-GR.6-S.4-GLE.1
	2. Description of music's role in the human experience, and ways music is used and enjoyed in society	MU09-GR.6-S.4-GLE.2

Colorado 21st Century Skills
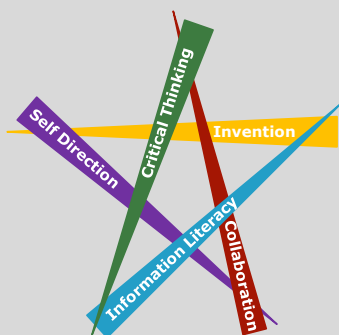
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*
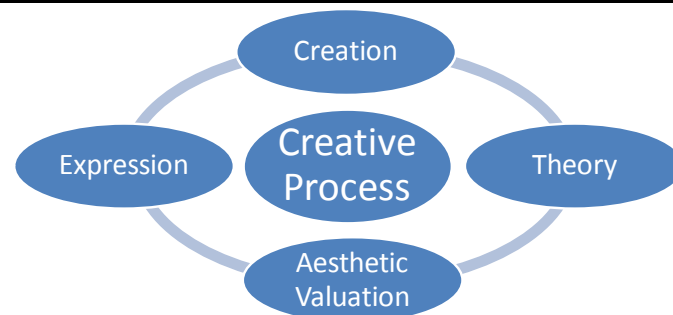
The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Musical Archeology	Year/Instructor's Choice	Instructor's Choice
Breaking the Musical Code	Quarter/Instructor's Choice	Instructor's Choice
Tackling Technology	Instructor's Choice	Instructor's Choice

Unit Title	Breaking the Musical Code			Length of Unit	Quarter/ Instructor Choice
Focusing Lens(es)	System/Relationships	**Standards and Grade Level Expectations Addressed in this Unit**		MU09-GR.6-S.1-GLE.1, MU09-GR.6-S.1-GLE.2 MU09-GR.6-S.2-GLE.1 MU09-GR.6-S.3-GLE.1, MU09-GR.6-S.3-GLE.2, MU09-GR.6-S.3-GLE.3 MU09-GR.6-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	- How does knowledge of rhythm notation assist musicians? (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2) and (MU09-GR.6-S.4-GLE.1) - How do time signatures shape a song? - Why should we know musical notation?				
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation				
Concepts	Proportion, Rhythm, Time, Symbols, Notational Value, Feel/Style. Mood				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Rhythm symbols communicate notational value of sound and silence. (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2)	What are the symbols for sound and silence for every note value? Does a rest have value?	Why do we have different notational values?
Rhythm utilizes math-based proportions of fractions. (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2)	What happens to rhythms as the notes get halved (diminution)? What happens to the appearance of the note as the value decreases? How does the dot work when attached to a note or rest? How could you write the dotted rhythm with 2 notes and a tie?	How does understanding fractions and halving (diminution) assist in understanding rhythm? How can you take the value of music and turn it into a math problem?
Time signatures establish feel/style in the music (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1, 2) and (MU09-GR.6-S.4-GLE.1)	What does the top number of a time signature mean? What does the bottom number of a time signature mean? Can rhythm be written and counted in any time signature?	How can the changing of a time signature, change the feel/ style of the music?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• How rhythmic notation relates to mathematical values. (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2) • How rhythmic notation represents sound over time. . (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2) • Rhythmic names are based off the fraction system (MU09-GR.6-S.3-GLE.1) • Time signatures tell you how many beats in a measure and what note values is getting the beat. (MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2) • Each rhythmic symbol equals a certain measurement of beat(MU09-GR.6-S.1-GLE.1,2) and (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1,2)	• Write/notate simple melodic/rhythmic patterns to fit any time signature in 2/4, 3/4, and 4/4. (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1) • Write the correct counting under rhythmic patterns up to 8th notes note combinations. (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1) • Recognize/correct rhythmic problems in written examples based on the time signature. (MU09-GR.6-S.2-GLE.1) and (MU09-GR.6-S.3-GLE.1) and (MU09-GR.6-S.4-GLE.1) • Identify music in different time signature. (MU09-GR.6-S.4-GLE.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Rhythm is a mathematical measurement of sound and silence over time that can be written, manipulated, and counted.*
Academic Vocabulary:	Fractions, measurements, value, halved
Technical Vocabulary:	Rhythm (Whole note/rest, Half note/rest, quarter note/rest, 8th note/rest, dotted half note), Time signature, beat

Unit Title	Musical Archeology			Length of Unit	Instructor Choice

Focusing Lens(es)	Beliefs / Values, Origins	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.6-S.1-GLE.1, MU09-GR.6-S.1-GLE.2, MU09-GR.6-S.1-GLE.3 MU09-GR.6-S.2-GLE.1 MU09-GR.6-S.3-GLE.1, MU09-GR.6-S.3-GLE.2, MU09-GR.6-S.3-GLE.3 MU09-GR.6-S.4-GLE.1, MU09-GR.6-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• How does learning historical/folk music increase one's musical ability and awareness? (MU09-GR.6-S.1-GLE.1,2,3) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2) • Why is it important to learn music from other cultures? • What are ways that music is used in the traditions of society? • How does looking at historical/folk music help us learn?		
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation		
Concepts	Patterns, Technique, Rhythm, Influence, Culture, Tradition, Style		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Traditional songs contribute to understanding one's culture and time period. (MU09-GR.6-S.4-GLE.1,2)	What cultures/time periods are represented in our current study?	How has historical/folk repertoire influenced your country's contemporary music? How can beliefs and values of a culture shape a composer's intent?)
Folk music utilizes traditional melodic and rhythmic patterns of a culture. (MU09-GR.6-S.1-GLE.1) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2)	What patterns are evident cross-culturally/cross-historically in music? What common chord patterns are found in folk music?	How can different countries have similar styles of music? How has cultural movement throughout history affect folk music?
The rhythmic and melodic nature of traditional music corresponds across regions and/or time. (MU09-GR.6-S.1-GLE.1) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2)	What melodic and rhythmic concepts do two pieces share (region/time period)?	Why is it important to perform folk music utilizing proper technique/style? How can historical context in music alter the learning practice and composition?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Music influences culture and society. (MU09-GR.6-S.4-GLE.1,2) • Culture and society influences music. (MU09-GR.6-S.4-GLE.1,2) • Historical music influences the music of today. (MU09-GR.6-S.4-GLE.1,2) • Performing/researching/learning folk music can be a way to understand different cultures. (MU09-GR.6-S.1-GLE.1) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2 • Performance/practice of historical/folk music allows individuals to critique their own abilities. (MU09-GR.6-S.1-GLE.1) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2)	• Perform historical/folk music in unison and two parts. (MU09-GR.6-S.1-GLE.1,2, 3) • Identify rhythmic and melodic patterns in historical/folk music. (MU09-GR.6-S.1-GLE.2) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2) • Analyze historical/folk compositions and performance using musical terminology. (MU09-GR.6-S.1-GLE.2-EO.a) and (MU09-GR.6-S.3-GLE.1,2,3) and (MU09-GR.6-S.4-GLE.1,2) • Describe music traditions in culture and history. (MU09-GR.6-S.4-GLE.1,2) • Create a variation of a historical/folk song being studied. (MU09-GR.6-S.2-GLE.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Listening to and performing historical/folk music repertoire provides a glimpse into the practices and values of a society.*
Academic Vocabulary:	Composition, performance, analysis, culture, society, beliefs, values, origin
Technical Vocabulary:	Melodic patterns, rhythmic patterns, musical interpretation, expressions (articulation, dynamics), musical periods (Classical, Baroque, etc.), folk music, repertoire

Unit Title	Trends with Technology			Length of Unit	Quarter/ Instructor Choice

Focusing Lens(es)	Transformation/ Innovation	Standards and Grade Level Expectations Addressed in this Unit	MU09-G.6-S.1-GLE.1, MU09-G.6-S.1-GLE.2 MU09-G.6-S.2-GLE.1, MU09-G.6-S.2-GLE.2 MU09-G.6-S.3-GLE.1, MU09-G.6-S.3-GLE.2 MU09-G.6-S.4-GLE.1, MU09-G.6-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	• What makes a particular kind of music popular? (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.2) and (MU09-G.6-S.3-GLE.2) and (MU09-G.6-S.4-GLE.1,2) • Why are notation software programs important to composers? • How has the advancement of music technology raised people's expectations of quality?		
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation		
Concepts	Composition, Style, Culture, Preference, Influence, Popularity, Fluency, Media		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Regional media trends in musical styles shape individual preferences in music. (MU09-G.6-S.2-GLE.2) and (MU09-G.6-S.4-GLE.2)	What music is popular in the area you live?	How do media outlets (Internet, television, and cinema) shape individual preferences in music? How has technology evolved in musical performance? What makes certain music popular in the area you live?
The cultural use of technology widens the influence of music. (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.1) and (MU09-G.6-S.4-GLE.2)	What resources allow you to access music from different cultures? What career opportunities are available in music technology?	Why is it important to access music from other cultures?
Technological influences generate musical fluency which aids in creating musical compositions. (MU09-G.6-S.1-GLE.1,2) and (MU09-G.6- S.2-GLE.1) and (MU09-G.6-S.3-GLE.2)	How can music technology increase musical fluency? What popular composition programs are available? What musical skills can be practiced through the use of technology?	When is it appropriate to use technology to increase musical fluency? How do advancements in music technology influence compositional decisions? Why is it important, in today's world, to utilize technology in composition?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Resources available for composition (MU09-G.6-S.2-GLE.2) • How media influences personal music preferences (MU09-G.6-S.4-GLE.2) • Careers available in the music industry (outside of performance and education) (MU09-G.6-S.4.GLE.2)	• Compose a song using current technology programs available (MU09-G.6-S.2-GLE.1) • Evaluate musical performance using music terminology (MU09-G.6-S.4-GLE.1) • Explain criteria for their musical preferences. (MU09-G.6-S.4-GLE.1) • Perform compositions using a variety of media (sing/play, technology, combination of instruments/voice and technology) (MU09-G.6-S.1-GLE.1) and (MU09-G.6-S.2-GLE.1)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The influence of technology on the music industry can be evaluated by increased access to a variety of repertoire, software for musical composition, and its influence on increasing the diversity of careers in music.*
Academic Vocabulary:	Evaluate, compose, fluency, industry, media, career, influence, popular, culture
Technical Vocabulary:	Notation, repertoire, expressions (articulations, dynamics), MIDI, sequencing software,