



**SUBJECT: Music**

**GRADE LEVEL: Grade Six**

**SCHOOL YEAR: 2022-23**

**TEACHER: Zoe Lin**

**EMAIL: zlin@dishs.tp.edu.tw**

### **COURSE DESCRIPTION:**

At DIS, music education focuses around these three artistic processes:

- **Performing:** Realizing artistic ideas and work through individual or ensemble performance or presentation
- **Creating:** Conceiving and developing artistic ideas through music making while connecting to historical, contextual, and personal events
- **Responding:** Synthesis of meaning, context, and process through interaction with, and connection to the musical world

Musical concepts are carefully sequenced through kinesthetic, aural, and visual experiences. The student's singing voice is the primary instrument and developed throughout the elementary general music curriculum.

### **COURSE OBJECTIVES:**

#### **CREATING**

*Imagine:* Generate musical ideas for various purposes and contexts.

*Plan and Make:* Select and develop musical ideas for defined purposes and contexts.

*Evaluate and Refine:* Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

*Present:* Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits criteria.

#### **PERFORMING**

*Select:* Select varied musical works to present based on interest, knowledge, technical skill, and context.

*Analyze:* Analyze the structure and context of varied musical works and their implications for performance

*Interpret:* Develop personal interpretations that consider creators' intent.

Rehearse, Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

### **RESPONDING**

Select: Choose music appropriate for a specific purpose or context. Common Anchor #7.

Analyze: Analyze how the structure and context of varied musical works inform the response.

Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

### **CONNECTING**

Connect #10: Synthesize and relate knowledge and personal experiences to make music.

Connect #11: Relate musical ideas and works with varied context to deepen understanding

### **PRIMARY TEXTBOOK & OTHER RESOURCES:**

Quaver music (students' account available)

### **ASSESSMENT:**

1. Quarter Exam- (30%)

- Written exam and Practical exam

2. Homework and Projects (30%)

- Worksheets, portfolios, seatwork, individual or group project performances

3. Quizzes (30%)

- Pop Quiz, Graded Recitation, Practical test

4. Department Grade (10%) - (This is based on the School's SLOs.)

# 1<sup>ST</sup> QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 12<sup>th</sup></b> <b>3 Days of Class</b> <i>10~ First Day / Orientation Day</i>	<b><u>Fundamental</u></b> Quaver FUNdamental project
<b>Week 2</b> <b>Aug 15<sup>th</sup> to 19<sup>th</sup></b> <i>Opening Mass</i>	<b><u>Fundamental</u></b> Rhythm review
<b>Week 3</b> <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b>	<b><u>Fundamental</u></b> Pitch review
<b>Week 4</b> <b>Aug 29<sup>th</sup> to Sep 2<sup>nd</sup></b>	<b><u>Fundamental</u></b> Chords and form review
<b>Week 5</b> <b>Sep 5<sup>th</sup> to 9<sup>th</sup></b> <b>4 Days of Class</b> <i>8~ Mass &amp; Birthday Mother Mary</i> <i>9<sup>th</sup> – Moon Festival</i>	<b><u>Fundamental</u></b> Melody review
<b>Week 6</b> <b>Sep 12<sup>th</sup> to 16<sup>th</sup></b> <b>FYI – Pre-Exam Days</b>	<b><u>Fundamental</u></b> Quaver radio wrap-up
<b>Week 7</b> <b>Sep 19<sup>th</sup> to 23<sup>rd</sup></b>	<b><u>Fundamental</u></b> Rehearsal and practice <b>Project based Assessment</b>
<b>Week 8</b> <b>Sep 26<sup>th</sup> to 30<sup>th</sup></b> <b>2 Days of Class</b> <i>28-30 ~Teacher's Conference</i>	<b>Minor exam</b>
<b>Week 9</b> <b>Oct 3<sup>rd</sup> to 7<sup>th</sup></b> <b>3 Days of Class</b> <i>6-7 ~Q1 Exams</i>	

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 10<sup>th</sup> to 14<sup>th</sup></b> <b>4 Days of Class</b> <i>10 – Double 10 Holiday</i>	<u><b>Pop opera</b></u> Pop opera outlining the project
<b>Week 2 (11)</b> <b>Oct 17<sup>th</sup> to 21<sup>st</sup></b>	<u><b>Pop opera</b></u> Starting the songs
<b>Week 3 (12)</b> <b>Oct 24<sup>th</sup> to 28<sup>th</sup></b> <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	<u><b>Pop opera</b></u> Perfecting the songs
<b>Week 4 (13)</b> <b>Oct 31<sup>st</sup> to Nov 4<sup>th</sup></b> <i>1-All Saint's Day Mass</i>	<u><b>Pop opera</b></u> Staging the props
<b>Week 5 (14)</b> <b>Nov 7<sup>th</sup> to 11<sup>th</sup></b>	<u><b>Pop opera</b></u> Dress rehearsal (1)
<b>Week 6 (15)</b> <b>Nov 14<sup>th</sup> to 18<sup>th</sup></b>	<u><b>Pop opera</b></u> Dress rehearsal (2)
<b>Week 7 (16)</b> <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<u><b>Pop opera</b></u> Performance evaluation
<b>Week 8 (17)</b> <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b> <b>FYI – Pre-Exam Days</b> <i>28-Gr.12 Q2 Exam</i>	<u><b>Pop opera</b></u> <b>Project based Assessment</b>
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	Minor exam
<b>Week 10 (19)</b> <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b> <b>3 Days of Class</b> <i>15-16 ~Q2 Exams</i>	
<b>Dec 19<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>Christmas Break</b>

## 3rd QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 5 to 6<sup>th</sup></b> <b>2 Days of Class</b>	<u>World percussion: Africa</u> Africa and its instruments
<b>Week 2 (21)</b> <b>Jan 9<sup>th</sup> to 13<sup>th</sup></b>	<u>World percussion: Africa</u> African dance and chants
<b>Week 3 (22)</b> <b>Jan 16<sup>th</sup> to 20<sup>th</sup></b>	<u>World percussion: Africa</u> Starting our African percussion piece <b>Project based Assessment</b>
<b>Jan 23<sup>rd</sup> to 27<sup>th</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (23)</b> <b>Jan 30<sup>th</sup> to Feb 3<sup>rd</sup></b>	<u>World percussion: Africa</u> Composing our new B section
<b>Week 5 (24)</b> <b>Feb 6<sup>th</sup> to 10<sup>th</sup></b>	<u>World percussion: Africa</u> Adding the ending and transition
<b>Week 6 (25)</b> <b>Feb 13<sup>th</sup> to 17<sup>th</sup></b>	<u>World percussion: Africa</u> The final rehearsal
<b>Week 7 (26)</b> <b>Feb 20<sup>th</sup> to 24<sup>th</sup></b> <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	<u>World percussion: Africa</u> The final performance <b>Project based Assessment</b>
<b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to March 3<sup>rd</sup></b> <b>3 Days of Class</b> <i>27-28 ~ 228 Memorial Day Holiday</i>	Minor exam
<b>Week 9 (28)</b> <b>March 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> <i>11 – Q3 Exams</i>	

## 4th QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	<u>Scoring for animation</u> Getting started
<b>Week 2 (30)</b> <b>March 20<sup>th</sup> to 24<sup>th</sup></b> <i>20 ~ Fire Drill</i>	<u>Scoring for animation</u> My first practice piece
<b>Week 3 (31)</b> <b>March 27<sup>th</sup> to 31<sup>st</sup></b>	<u>Scoring for animation</u> Motifs and borduns
<b>Apr 3<sup>rd</sup> to 14<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 4 (33)</b> <b>Apr 17<sup>th</sup> to 21<sup>st</sup></b>	<u>Scoring for animation</u> The big project
<b>Week 5 (34)</b> <b>Apr 24<sup>th</sup> to 28<sup>th</sup></b> <i>24-28 ~ AP Mock Exams</i>	<u>Scoring for animation</u> The big project II
<b>Week 6 (35)</b> <b>May 1<sup>st</sup> to 5<sup>th</sup></b> <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	<u>Scoring for animation</u> The animation assessment <b>Project based Assessment</b>
<b>Week 7 (36)</b> <b>May 8<sup>th</sup> to 12<sup>th</sup></b> <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Minor exam
<b>Week 8 (37)</b> <b>May 15<sup>th</sup> to 19<sup>th</sup></b> <u>3 Days of Class</u> <i>18-19~ Q4 Exams</i>	
<b>Week 9 (38)</b> <b>May 22<sup>nd</sup> to 26<sup>th</sup></b> <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	
<b>Week 10 (39)</b> <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b> <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	