



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	6th Grade General Music
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	none
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Intro to Ukulele	Playing the Ukulele	Chords on the Ukulele	Performing on the Ukulele
Creating				
MU:Cr1.1 Generate and conceptualize artistic ideas and work.				
MU:Cr2.1 Organize and develop artistic ideas and work.	P	S	S	
MU:Cr3.1 Refine and complete artistic work.				
Performing				
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	P	P	S

MU:Pr5.1 Develop and refine artistic techniques and work for presentation.				P
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	S	S
Respond				
MU:Re7.1 Perceive and analyze artistic work.	S	S		
MU:Re8.1 Interpret intent and meaning in artistic work.				
MU:Re9.1 Apply criteria to evaluate artistic work.				S
Connecting				
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.				

UNIT ESSENTIAL QUESTIONS

Cr2.1 How do musicians make creative decisions?

Pr4.2 How does understanding the structure and context of musical works inform performance?

Pr5.1 How do musicians improve the quality of their performance?

Pr6.1 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Re7.1 How do individuals choose music to experience?

Re7.2 How does understanding the structure and context of music inform a response?

Re9.1 How do we judge the quality of musical work(s) and performance(s)?

UNIT ENDURING UNDERSTANDING

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Pr4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Pr6.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Re7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Re9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

UNIT 1: Intro to Ukulele

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr2.1	Organize and develop artistic ideas and work.		Content Knowledge	Ukulele, body, frets, fingerboard, neck, soundhole, strings, bridge, saddle, chord, strum, pluck, rhythm, step, skip
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr4.2	Select, analyze and interpret artistic work for presentation.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Re7.1	Perceive and analyze artistic work.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Re7.2	Perceive and analyze artistic work.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Demonstrate how to properly hold a ukulele
- Demonstrate proper tuning of a ukulele
- Demonstrate how to play open strings

RESOURCES

- Quaver Ukulele Unit
- "Uke Can Do It" workbook

UNIT 2: Playing the Ukulele

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr2.1	Organize and develop artistic ideas and work.		Content Knowledge	Ukulele, body, frets, fingerboard, neck, soundhole, strings, bridge, saddle, chord, strum, pluck, rhythm, step, skip
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr4.2	Select, analyze and interpret artistic work for presentation.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr6.1	Convey meaning through the presentation of artistic work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Perform the C scale
- Perform the intervals and skips in C Major

RESOURCES

- Quaver Ukulele Unit
- "Uke Can Do It" workbook

UNIT 3: Chords on the Ukulele

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Cr2.1	Organize and develop artistic ideas and work.		Content Knowledge	Ukulele, body, frets, fingerboard, neck, soundhole, strings, bridge, saddle, chord, strum, pluck, rhythm, step, skip
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

Pr4.2	Select, analyze and interpret artistic work for presentation.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr6.1	Convey meaning through the presentation of artistic work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Perform the C, F and G7 chords
 - Perform 2 chords in a row

RESOURCES

- Quaver Ukulele Unit
- "Uke Can Do It" workbook

UNIT 4: Performing on the Ukulele

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Pr4.2	Select, analyze and interpret artistic work for presentation.	x	Content Knowledge	Ukulele, body, frets, fingerboard, neck, soundhole, strings, bridge, saddle, chord, strum, pluck, rhythm, step, skip
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr5.1	Develop and refine artistic techniques and work for presentation.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
Pr6.1	Convey meaning through the presentation of artistic work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
Re9.1	Apply criteria to evaluate artistic work.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

			Product Development	
		x	Learning Behavior	

Learning Targets

I can:

- Perform chords with simple melodies
- Provide feedback to my peers on their performances

RESOURCES

- Quaver Ukulele Unit
- "Uke Can Do It" workbook
- Websites with Ukulele Chord Charts for misc songs