Winslow Township School District

Grade 5 General Music

Unit 4: Aesthetic Responses and Critique Methodologies

Overview: In this unit of study, students will learn about music from different genres and how the elements of music may be employed differently. Critique of performances using specific criteria will be emphasized. Students will appreciate compositions and composers of diverse historical and cultural origins, and determine the characteristics of the composer and their world that influenced the music. They will determine what musical techniques were used to give their music those characteristics.

Overview	Standards for Music	Unit Focus	Essential Questions
Unit 4 **Aesthetic Responses and Critique Methodologies**	**1.3A.5.Pr4a** **1.3A.5.Pr4d** **1.3A.5.Pr4e** **1.3A.5.Pr5a** **1.3A.5.Re8a** **1.3A.5.Cn10a**	• Students will be able to describe the melodic, rhythmic, texture, timbre, and other characteristics of different genres. • Students will be able to compare and contrast two pieces each in two different forms from different historical periods and in different genres. • Students will be able to document the personal and historical contexts of a genre of music in two diverse time periods. • Students will be able to assess the musical elements used in three different recordings of the same song. • Students will describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats • Students will be able to define "technical proficiency" in relation to the elements of music.	• Why is it important to critique your own performance? • Why is it important to critique other performances using specific criteria? • How do different genres of music use the elements of music differently and impact audiences differently?
Unit 4: Enduring Understandings	• Differing genres of music apply the elements and principles of music. • Layering two or more simultaneous sounds creates harmony. • Producing a series of sounds of repeated or varied duration creates rhythm. • Music expresses human experiences and values. • Music serves different purposes. • Each music performance is unique	

Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: **Aesthetic Responses and Critique Methodologies**	**1.3A.5.Pr4e**	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	1	9
	1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	1	
	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	1	
	1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	1	
	1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	1	
	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	1	
	1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music	1	
	1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.	1	
	Assessment, Re-teach and Extension		1	

Winslow Township School District
Grade 5 General Music
Unit 4: Aesthetic Responses and Critique
Methodologies

Unit 4 Grade 5		
Enduring Understanding	**Indicator #**	**Performance Expectations**
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	**1.3A.5.Pr4a**	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	**1.3A.5.Pr4d**	Explain how context (e.g., personal, social, cultural, historical) informs performances.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire	**1.3A.5.Pr4e**	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
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.	**1.3A.5.Pr5a**	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria	**1.3A.5.Re8a**	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	**1.3A.5.Cn10a**	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music

Winslow Township School District
Grade 5 General Music
Unit 4: Aesthetic Responses and Critique
Methodologies

Unit 4 Grade 5
Assessment Plan

• Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks	• Research PowerPoint presentations • Graphic organizers • Listening activities to identify musical characteristics.

Resources	Activities
• Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • Keyboards • Piano • Recorder • Musical games • Tuned and un-tuned instruments • Rhythm instruments • Printed music • Handouts • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • Rock and Roll • Classical • Folk • Country Western	• Students will conduct research on a given a genre of music in history. After research is presented, students will use a graphic organizer to describe the characteristics of the genre. Then create a Power Point presentation on their genre (including audio clips) and present their research to the class. • Students will listen to pieces in different forms (rondo, verse/refrain) from different historical periods/different genres. • Students will describe the similarities and differences between the pieces in small groups. • Students will learn about a composer's influences. Then create a a list of questions that they will use to "interview" the composer about his/her influences (social, personal, historical). • Students will Listen to and take notes on the differences between 3 performances of Beethoven's 5th Symphony. • Students will discuss the technical proficiency of the performers of the 3 versions. • Students will learn about a composer's influences. Then they will create a "Social Media" page demonstrating the composer's influences (social, personal, historical).

Winslow Township School District

Grade 5 General Music
Unit 4: Aesthetic Responses and Critique Methodologies

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). **9.4.5.IML.7:** Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Winslow Township School District

Grade 5 General Music

Unit 4: Aesthetic Responses and Critique

Methodologies

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

Modifications for At-Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations   - Audio books and Text-to-speech platforms   - Leveled texts/Vocabulary Readers   - Leveled informational texts via online   - Extended time as needed   - Read directions aloud   - Assist with organization   - Use of computer   - Emphasize/highlight key concepts   - Recognize success   - Provide timelines for work completion   - Break down multi-step tasks into smaller chunks   - Provide copy of class notes and graphic organizer

English Language Learners	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grade 5 WIDA Can Do Descriptors: 　☐ Listening ☐ Speaking 　☐ Reading ☐ Writing 　☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in music studies in student's home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study Additional Strategies may be located at the links: ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

Winslow Township School District

Grade 5 General Music

**Unit 4: Aesthetic Responses and Critique
Methodologies**

Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies Standards:

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Integration of Computer Science and Design Thinking NJSLS 5

8.1.5.CS.1: Model how computing devices connect to other components to form a system

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.