

Winslow Township School District

Grade 6 General Music

Unit 1: Fundamentals of Music Performance

Overview: In this unit of study, students will begin learning the fundamentals of music performance with a focus on proper band procedures and playing techniques. Student will explain basic music symbols and their use and identify the values of basic notes and rests. An emphasis will be placed on the student’s ability to compare/contrast and analyze music from different historical periods and genres. Students will understand the basic aesthetic, technological, and notational frameworks that have been put in place to make the performance, writing, and recording of music possible across many cultures.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p>Fundamentals of Music Performance</p>	<p>1.3A.8.Cr1a 1.3A.8.Pr4a 1.3A.8.Pr4d 1.3A.8.Re9a</p>	<ul style="list-style-type: none"> • Students will be able to assemble and care for instruments. • Students will be able to demonstrate proper posture and holding position for their instrument. • Students will be able to describe and read musical notation and symbols. • Students will be able to Identify and demonstrate the differences in rhythms in various musical forms utilized in different cultures and historical eras. • Students will be able to identify the differences of melody between different styles and genres of music. • Students will be able to identify and demonstrate the differences in rhythms in various musical forms utilized in different cultures and historical eras. • Students will be able to identify and analyze the differences of melody between folk music forms. 	<ul style="list-style-type: none"> • What is music? • Is music its own language? • Why is rhythm important? • Why have correct playing posture?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • The elements of music are the building blocks of composition. • Music literacy involves reading, writing, and using notes and rhythms. • All music has value even if it differs from an individual’s musical preferences. • Music expresses human experiences and values. • Creating and performing music are forms of self-expression. 		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Fundamentals of Music Performance	1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.	2	9
	1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).	2	
	1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.	1	
	1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.	1	
	1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.	2	
	Assessment, Re-teach and Extension		1	

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Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
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.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
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.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

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Assessment Plan	
<ul style="list-style-type: none"> • Class discussions • Independent & group work • Benchmark assessments • Teacher Observations • Performance Tasks 	<ul style="list-style-type: none"> • Evaluation of student playing or singing with others and/or alone • Solo and duo performance evaluations • Teacher-made check sheets and rubrics to evaluate knowledge of musical notation/symbols • Discussion about music from various periods of history
Resources	Activities
<ul style="list-style-type: none"> • 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/ • Symphonies • Romantic Era 	<ul style="list-style-type: none"> • Students will begin learning band procedures and techniques. • Students will demonstrate proper playing techniques including breathing, embouchure, fingering, hand position and stick position. • Explain basic music symbols and their use (staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata) • Identify values of basic notes and rests (quarter note, 81 quarter rest, half note, half rest, whole note, whole rest, line notes and space notes. Describe the concept of harmony. • Students will learn about, compare/contrast and analyze music from different historical periods and genres (activities listed under resources).

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Instructional Best Practices and Exemplars

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

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

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/>

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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

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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

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • 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 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • 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 <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLS.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

SL.6.1. Engage effectively in a range of collaborative discussions (One-On-One, In Groups, And Teacher-Led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

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

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies Standards:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Integration of Computer Science and Design Thinking NJSLS 8

8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).