Winslow Township School District
Grade 6 General Music
Unit 3: Experimental Music

Overview: In this unit of study, students will explore improvisational music performance using found instruments. Student will enhance their performance skills with more advanced notes, scales, and patterns. An emphasis will be placed on exploration and performance of experimental music genre.

Overview	Standards for Music	Unit Focus	Essential Questions
Unit 3 **Experimental Music**	**1.3A.8.Cr1a** **1.3A.8.Pr4a** **1.3A.8.Pr4d** **1.3A.8.Pr4e** **1.3A.8.Pr6a** **1.3A.8.Re9a** **1.3B.12adv.Re9a**	• Students will be able to perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments (e.g., gamelan, home-made or found instruments, barred instruments etc.). • Students will be able to play or sing music of varied genres, cultures, and musical traditions, using complex notation. • Students will be able to perform (independently and in groups), with expressive qualities appropriate to the genre. • Students will discuss performances using musical terminology. • Students will be able to Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle.	• Why is it important to critique your own performance? • Why is it important to count rhythms while playing? • Why is it important to be able to read music? • How does the ability and performance of the individual affect the group's performance? • What role does my instrument play within an ensemble? • How does my individual behavior as a performer and/or an audience member effect the musical performance?
Unit 3: Enduring Understandings	• Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically. • Understanding of discipline-specific arts terminology is a component of musical literacy. • Music is organized sound. • Structure creates order and clarity in music. • The main idea of most musical compositions is expressed through the melody. • Music serves different purposes and each music performance is unique.		

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Curriculum Unit 3		Standards	Pacing	
			Weeks	Unit Weeks
Unit 3: **Experimental Music**	**1.3A.8.Pr6a**	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.	1	9
	1.3B.12adv.Re9a	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.	1	
	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	
	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.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).	1	
	Assessment, Re-teach and Extension		1	

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Unit 3 Grade 6		
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.
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.Pr4e**	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	**1.3A.8.Pr6a**	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
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.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	**1.3B.12adv.Re9a**	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.

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Unit 3 Grade 6
• **Assessment Plan**

<table>
<tr>
<td>
• Class discussions
• Independent & group work/projects
• Benchmark assessments
• Teacher Observations
• Performance Tasks
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<td>
• Instrumental performance evaluations STOMP
• Performance Teacher-made check sheets and rubrics to evaluate knowledge of musical notation/time signatures
• Drum circles
• Discussion about performances
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<tr>
<td align="center">Resources</td>
<td align="center">Activities</td>
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<td>
• 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/
• Gamelan instruments
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• Read, count and perform various notes and rests, including eighth notes followed by eighth note rests on a variety of instruments.
• Research the origin of the drum circle in history.
• Experiment with a variety of found instruments to demonstrate musical elements.
• As a group, students will create a performance in the style of STOMP using found instruments.
• Play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern Perform rhythms as in a "call and response" in a drum circle. Then discuss performances using music terminology.
• Students will write about how the skills they have learned in this marking period can be used in extracurricular activities or in a career.
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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

9.2.8.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/

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

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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 6 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

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Interdisciplinary Connections

Interdisciplinary Connections:
ELA Standards:
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.

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.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.