

Winslow Township School District
Grade 6 General Music
Unit 4: Aesthetic Responses and Critique
Methodologies

Overview: In this unit of study, students will explore the methodology for analyzing and critiquing music from different time periods. Student will analyze how different elements of style are used to generate an emotional response and how composers use elements of style to express ideas. Students will evaluate the artistic merit of master musician and compositions.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><u>Unit 4</u></p> <p style="text-align: center;">Aesthetic Responses and Critique Methodologies</p>	<p>1.3A.8.Pr4e 1.3A.8.Re9a 1.3A.8.Cn11a</p>	<ul style="list-style-type: none"> • Students will be able to differentiate how “traditional” and nontraditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music. • Students will be able to generate an emotional and observational response to the music. • Students will be able to differentiate ways “traditional” and nontraditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance. • Students will be able to analyze the basic formal structures and technical proficiency of master artists of a particular instrument in various style with of a given genre such as jazz or swing and employ similar applications of style to musical performance. 	<ul style="list-style-type: none"> • 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?
<p>Unit 4: Enduring Understandings</p>	<ul style="list-style-type: none"> • Performance technique in music varies according to historical era and genre. • Abstract ideas may be expressed in works of music using a genre’s stylistic traits. • Timbre adds color and variety to sound. • Music expresses human experiences and values. • Music expands understanding of the world, its people, and one’s self. • Creating and performing music are forms of self-expression. 		<ul style="list-style-type: none"> • 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?

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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Aesthetic Responses and Critique Methodologies	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.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).	2	
	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.	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	
	1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	2	
	Assessment, Re-teach and Extension		1	

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Unit 4 Grade 6		
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.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).
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.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Unit 4 Grade 6	
<ul style="list-style-type: none"> • Assessment Plan 	
<ul style="list-style-type: none"> • Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks 	<ul style="list-style-type: none"> • Solo and duo performance evaluations • Knowledge of musical notation • Letter to the composer • Discussion
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/ • John Cage • Leonard Bernstein 	<ul style="list-style-type: none"> • Perform as individuals and/or a group, reading musical notation during the performance. • Identify how composers use elements of style to express ideas after viewing/listening to performances of Memorial Music such as An American Elegy by Frank Ticheli and Penderecki’s Auschwitz Oratorium. • Students will write a “letter to the composer” describing their emotional response to the piece. • Discuss in small and large groups how different elements of style are used to generate an emotional response in different styles of music (Jazz, etc.) • Students will choose a piece of Jazz/Swing music that evokes strong emotion and illustrate cover art that represents that emotion. • Students will choose an artist from the Jazz/Swing genre who play an instrument and will evaluate why they are considered a master.

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Instructional Best Practices and Exemplars

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| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
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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:

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.

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.

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

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.