

## Winslow Township School District

### Grade 6 Instrumental Music

#### Unit 1: The Creative Process

**Overview:** In this unit of study, students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art as well as demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Overview	Standards for Music	Unit Focus	Essential Questions
<a href="#"><u>Unit 1</u></a>  <b>The Creative Process</b>	<b>1.3A.8.Cr1a</b> <b>1.3A.8.Re9a</b>	<ul style="list-style-type: none"> <li>• Students will be able to identify common recognizable musical forms.</li> <li>• Students will be able to understand compositional techniques in different styles and genres of string music vary according to their prescribed set of rules</li> <li>• Students will be able to use their instrument appropriately to reflect the specific articulation of the composer and historical era.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the stylistic differences and similarities among different genres of music?</li> <li>• How did the cultural norms of the times influence the development of music?</li> </ul>
<b><i>Unit 1: Enduring Understandings</i></b>	<ul style="list-style-type: none"> <li>• Music reflects the character and traditions of different cultures.</li> <li>• The elements of Western and non-Western music require active listening skills to be able to analyze diverse cultural genres.</li> <li>• The study of genres and their evolution help our understanding and performance of the string music of today.</li> <li>• The study of genres and their evolution gives context to aid understanding what the music is and how it may have sounded in another time.</li> </ul>		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 1: The Creative Process</b>	<b>1.3A.8.Re9a</b>	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.	3	9
	<b>1.3A.8.Cr1a</b>	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).	3	
		Assessment, Re-teach and Extension	3	

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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	<b>1.3A.8.Cr1a</b>	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).
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>1.3A.8.Re9a</b>	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"> <li>• Class discussions</li> <li>• Benchmark assessments</li> <li>• Teacher Observations</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Playing age-appropriate instruments</li> <li>• Participation in various in-class performance activities</li> <li>• Participation in the concert</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Group discussions</li> <li>• Manipulatives</li> <li>• SMARTboard / Mimio Technology</li> <li>• Google Applications (Documents, Forms, Spreadsheets, Presentation)</li> <li>• <a href="http://www.musicnotes.com">www.musicnotes.com</a></li> <li>• <a href="http://www.musescore.com">www.musescore.com</a></li> <li>• Ensemble music for varied instruments on appropriate levels</li> <li>• Music Theory Online Exercises <a href="http://www.musictheory.net">www.musictheory.net</a></li> <li>• Diversity, Equity &amp; Inclusion Educational Resources <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Daily warm-up exercises</li> <li>• Development of awareness as it applies to performance practices of different cultures, genres, and time periods</li> <li>• Modeling style and techniques specific to various musical eras and culture.</li> <li>• Watch and listen to audio and video recordings are demonstrate various techniques of diverse cultures and serve as models for tone on an instrument.</li> </ul>

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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**

**9.1.8.CR.4:** Examine the implications of legal and ethical behaviors when making financial decisions.

**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:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in music studies in student's home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<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"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>



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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**ELA Standards:**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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:**

**6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

**Integration of Computer Science and Design Thinking NJSLS 8**

**8.2.8.ED.7:** Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

**8.1.8.DA.3:** Identify the appropriate tool to access data based on its file format.

**8.1.8.DA.5:** Test, analyze, and refine computational models.

**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.