

Winslow Township School District
Grade 6 Instrumental Music
Unit 2: History of the Arts and Culture

Overview: In this unit of study, students will study a variety of musical styles and time periods to inform them about stylistically appropriate performances and expand their fundamental awareness of world cultures and historical context. This unit will develop an understanding of the relation of music to society, history and culture.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p>History of the Arts and Culture</p>	<p>1.3A.8.Pr4d 1.3A.8.Re7a 1.3A.8.Re7c 1.3A.8.Re9a 1.3A.8.Cn11a</p>	<ul style="list-style-type: none"> • Students will be able to perform music of different forms, composers, and time periods which will provide insight into the lives of people and their values. • Students will be able to recognize and identify the following forms of music of music (ABA, rondo, call and response, minuet, waltz, blues, etc...) • Students will be able to recognize distinctive musical characteristics from genres and cultures and integrate the appropriate use of their instrument. <p>Students will be able to develop an understanding that music is a universal language that crosses cultural and language barriers throughout time.</p>	<ul style="list-style-type: none"> • How does music universally connect different cultures? • How does music universally connect different time periods? • How does studying different genres help students better understand musical form? • How does the study of different genres help students become authentic performers? • How do technological changes influence the development and nature of the arts?
<p>Unit 2: Enduring Understandings</p>	<ul style="list-style-type: none"> • Music reflects the character and traditions of different cultures. • Music reflects the different styles, forms and technologies affecting the evolution within a given time period. • The study of genres and their evolution help our understanding and performance of the string music of today. • The study of string music of diverse cultures and different historical eras helps give context to understanding specific cultures. • The arts reflect a framework of shifting cultural mores and personal aesthetics throughout the ages. • The impact of technologies and innovations has affected societal norms and habits (i.e., availability of music on line and music always at your fingertips such as streaming services, etc.) 		

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: History of the Arts and Culture	1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	2	9
	1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.	1	
	1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.	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.	1	
	1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.	1	
	1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.	1	
	1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.	1	
	Assessment, Re-teach and Extension		1	

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Unit 2 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.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
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 2 Grades 6	
• Assessment Plan	
<ul style="list-style-type: none"> • Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks • Identify common recognizable musical forms. 	<ul style="list-style-type: none"> • Classroom participation • Playing age-appropriate instruments • Participation in various in-class performance activities • Participation in the concert • Understand compositional techniques in different styles and genres of string music vary according to their prescribed set of rules.
Resources	Activities
<ul style="list-style-type: none"> • Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • www.musicnotes.com • www.musescore.com • Ensemble music for varied instruments on appropriate levels • Music Theory Online Exercises www.musictheory.net • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Perform orchestral music of different forms, composers, and time periods which will provide insight into the lives of people and their values. • Be able to recognize and identify the following forms of music of music (ABA, rondo, call and response, minuet, waltz, blues, etc...) • Learning to play different repertoire from a variety of different time periods and styles • Various group activities which will allow students to peer-critique each other's performance techniques • Compare and contrast how the various forms of media cover composers and music genres • Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments.

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

9.1.8.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: 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.

Social Studies Standards:

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts 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.