

## Winslow Township School District

### Grade 6 Instrumental Music

#### Unit 3: Performance

**Overview:** In this unit of study, students will synthesize skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music. Students will also develop punctuality, time management skills, a sense of community, and respect for property.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 3</u></a></p> <p style="text-align: center;"><b>Performance</b></p>	<p><b>1.3A.8.Cr1a</b>  <b>1.3A.8.Pr6a</b>  <b>1.3B.12adv.Re9a</b>  <b>1.3D.12acc.Cr3b</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to understand that the ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Students will be able to explore the proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound</li> <li>• Students will be able to play techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• How does the composer tell a performer how loudly or quietly to play a piece?</li> <li>• Where would you go to find out more about an unfamiliar notation system?</li> <li>• How does learning music make one culturally aware?</li> <li>• How can I modify a piece of music so that the listener can make the connection between the original and my variation?</li> <li>• How does the time and place in which a piece is composed affect how I perform it?</li> </ul>
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Interpreting music is a responsibility. The performer must use a variety of “clues” to help create an authentic performance.</li> <li>• There are differences between the music of different cultures, eras, and genres. A skilled performer knows whether these differences are substantial or subtle.</li> <li>• Through good technique, posture and structured practice the student will learn the control to bring nuance and subtle differences into his/her performance.</li> <li>• By understanding the structure of a piece of music the student can improvise on a piece (harmonically or rhythmically) while preserving its original integrity.</li> </ul>		

**Winslow Township School District**  
**Grade 6 Instrumental Music**  
**Unit 3: Performance**

Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Performance	<b>1.3D.12acc.Cr3b</b>	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.	2	9
	<b>1.3A.8.Pr6a</b>	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.	2	
	<b>1.3B.12adv.Re9a</b>	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.	2	
	<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).	2	
		Assessment, Re-teach and Extension	1	

**Winslow Township School District**  
**Grade 6 Instrumental Music**  
**Unit 3: Performance**

**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.	<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).
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	<b>1.3A.8.Pr6a</b>	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	<b>1.3B.12adv.Re9a</b>	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.
Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	<b>1.3D.12acc.Cr3b</b>	Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

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**Grade 6 Instrumental Music**  
**Unit 3: Performance**

**Unit 3 Grade 6**

**Assessment Plan**

<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Independent &amp; group work/projects</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>
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**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>• Assessment (personal, peer, ensemble, audience member)</li> <li>• Developing awareness of performance practices as it applies to different cultures, genres, and time periods</li> <li>• Modeling style and techniques specific to various musical eras and cultures</li> <li>• Building of an appropriate musical vocabulary to help students interpret and express musical ideas</li> <li>• Strengthened note reading and understanding of musical symbols and terms</li> <li>• Building a basic understanding of music theory</li> </ul>
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**Winslow Township School District**

**Grade 6 Instrumental Music**

**Unit 3: Performance**

**Instructional Best Practices and Exemplars**

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|---|--|
| 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/>

**Winslow Township School District**  
**Grade 6 Instrumental Music**  
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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

**Winslow Township School District**  
**Grade 6 Instrumental Music**  
**Unit 3: Performance**  
**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.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.