

Winslow Township School District

Grade 6 Instrumental Music

Unit 4: Aesthetic Responses & Critique Methodologies

Overview: In this unit of study, students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><u>Unit 4</u></p> <p>Aesthetic Responses & Critique Methodologies</p>	<p>1.3A.8.Pr4a 1.3A.8.Pr4b 1.3A.8.Pr4d 1.3A.8.Pr4e 1.3A.8.Re7a 1.3A.8.Re7c 1.3A.8.Re9a</p>	<ul style="list-style-type: none"> • Students will be able to understand that one’s perspectives influence historical interpretation of music. • Students will be able to understand that great music addresses universal themes of human existence. • Students will be able to demonstrate that music can communicate ideas and feelings. • Students will understand that by personal assessment of their performances and using critical problem-solving skills, they can enhance future performances as both a performer and audience member. 	<ul style="list-style-type: none"> • How can I, as a performer, convey a variety of emotions to the listener? • What are the clues I can use to discern the original purpose of a piece of music? • How have the accepted societal norms in music changed over the centuries?
<p>Unit 4: Enduring Understandings</p>	<ul style="list-style-type: none"> • One’s perspectives influence historical interpretation of music. • Great music addresses universal themes of human existence. • Music can communicate ideas and feelings. • By assessing their performances and using critical problem solving skills students enhance future performances as both a performer and audience member. 		<ul style="list-style-type: none"> • How does culture affect the way I perform music? • What awareness do I need to uncover hidden or implied meanings in music and then convey them to the listener? • What makes a piece of music traditional/non-traditional?

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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Aesthetic Responses & 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.	1	9
	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.	2	
	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	
	1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	1	
	Assessment, Re-teach and Extension		1	

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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.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.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
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).
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.

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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"> • Classroom participation • Playing age-appropriate instruments • Participation in various in-class performance activities • Participation in the concert
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"> • Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments. • Students will create a narrative that demonstrates their emotional understanding of a piece of music. • Developing awareness of performance practices as it applies to different cultures, genres, and time periods. • Modeling style and techniques specific to various musical eras and cultures. • Exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. • Encourage musical independence and creativity: composition and learning music on their own with supplemental materials

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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/>

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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.