

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Music	
Unit Title: General Music	
Grade Level: 6	Timeline: School Year
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings	
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	
Musicians' creative choices are influenced by their expertise, context and expressive intent.	
Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	
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.	
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria	
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	
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.	
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	

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Essential Questions

How do musicians generate creative ideas?

How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

How do we judge the quality of musical work(s) and performance(s)?

How do we discern the musical creators' and performers' expressive intent?

How do musicians make meaningful connections to creating, performing and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Performance Expectations

1.3A.8.Cr1a: 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).

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey

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expressive intent.

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.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

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).

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

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.

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

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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Learning Objective

Students will know/learn...

- Relationships between music, the other arts, and disciplines outside the arts.
- Music's relation to history and culture.
- Melodies in both the treble and bass clefs.
- Standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Sounds of a variety of instruments, including orchestral and band instruments, and instruments from various cultures.
- Simple music forms when presented aurally (ABA, verse-refrain, rondo, theme, and variations).
- Symbols and traditional terms referring to dynamics, tempo and articulation, and interpret them correctly when performing.
- Ways in which the principles and content of other disciplines are interrelated with music.
- Various uses of music in their daily experiences and describe characteristics that make certain music suitable for each.
- Similarities and differences in the meanings of common terms used in the various arts (e.g. contrast, contour, color, form, symmetry, and line).
- Roles of musicians in various musical settings and cultures.
- Patriotic/folk songs important to American culture and heritage from memory.

Students will be able to...

- Improvise melodies, variations, and melodic accompaniments.
- Compose and arrange music within specified guidelines.
- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music
- Read and notate music.
- Listen to, move to, analyze, and describe music.
- Evaluate music and music performances.
- Improvise simple harmonic accompaniments.
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in consistent style, meter, and tonality.
- Compose short pieces within specified guidelines demonstrating knowledge of the elements of music.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- Perform on at least one instrument accurately and independently, alone in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
- Perform with expression and technical accuracy on at least one string, wood, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
- Perform music representing genres and cultures, with expression appropriate for the work

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being performed.

- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4
- Read at sight simple melodies in both the treble and bass clefs.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Describe specific music events in a given and aural example, using appropriate terminology.
- Analyze the uses of elements in music in aural examples representing diverse genres and cultures.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
- Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions or ideas into works of art.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of diverse genres, styles and cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Read and perform rhythmic and melodic patterns accurately and independently, from standard music notation (whole, half, dotted half, quarter, eighth and sixteenth notes in a variety of meter signatures).
- Use syllables and letters to read simple pitch notation in the treble and bass clefs in major keys.
- Use standard notation to record their musical ideas and the musical ideas of others.
- Echo simple rhythms and melodic patterns.
- Improvise "answers" in the same style and length to given rhythmic and melodic phrases.

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Accommodations and Modifications	
Special Education	Follow 504/IEP accommodations -Ask yes/no questions -Display project sample and step by step-by-step directions -Highlight and define important vocabulary
English Language Learners	-Highlight and define important vocabulary -Ask yes/no questions -Display project sample step-by-step directions
Students At-Risk of School Failure	-Allow verbalization before creating -Use audio materials when necessary -Read directions aloud -Restate, reword, clarify directions -Re-teach concepts using small groups Provide educational “breaks” as necessary -Chunking content into “digestible bites” -Shorten assignments to focus on mastery concept -Assignment, Project Modification Based on Individual Student needs -Use mnemonic devices
Advanced Skills	-Studio Choice -Assignment, Project and Assessment Modification Based on -Individual Students Needs
Students with 504 Plans	-Use audio materials when necessary -Re-state, reword, clarify directions -Re-teach concepts using small groups -Allow verbalization before creating -Read directions aloud -Provide educational “breaks” as necessary -Chunking content into “digestible bites” -Shorten assignments to focus on mastery concept -Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Teacher observation ● Verbal discussions ● Teacher Observation ● Class Discussion ● Rubric ● Self-Assessment ● Effort ● Use of music materials ● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides

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	<ul style="list-style-type: none"> -Discussion of subject matter in artworks ● Experience art-making processes -Talk about artwork -Decide when artwork is complete -Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials
Summative	<ul style="list-style-type: none"> ●Using 5 Point rubric ●Multiple Choice Assessments/ verbal understanding ●Identify Elements ● Analyzing Student Artwork. Students create skill-based projects each relating to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.
Benchmark	<ul style="list-style-type: none"> ●Student Performance
Alternative	<ul style="list-style-type: none"> ●Performance Tasks ●Projects

Interdisciplinary Connections
Math, Vocabulary, Art, Social Studies, Physical Education, Science

Integration of 21st Century Themes and Skills- NJSL 9
<p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with</p>

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evidence for an authentic audience.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

Integration of Technology

Smart board, Ipad, Music Websites

Materials

White Board, Percussion Instruments, Piano, Ukulele

Instructional Activities

- Studio Habits
 - *Examples:*
 - *Intro to materials*
 - *Proper playing methods*
 - *Safety measures/materials*
 - *Critique etiquette*
- Elements/Principles of Music
 - *Examples:*
 - Rhythm
 - Dynamics
 - Melody
 - Harmony

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- Tone Color
- Texture
- Form
- Performance
 - *Examples:*
 - Portfolio
 - Music Discussion
 - Application of methods and techniques
- Music History
 - *Examples:*
 - Representation of cultures
 - Time periods
 - Geography
 - Famous works of music
 - Famous Musicians
 - Community
- Music within the community