

Englewood Public School District
Music
Grade 6

Unit 2: Performance Technique

NEW JERSEY CONTENT STANDARDS

The Creative Process: All 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.

History of the Arts and Culture: All students will understand the role, development, and influence of the arts through history and across cultures.

Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in visual art.

Aesthetic Responses & Critique Methodologies: All 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: In this unit students expand upon the fundamentals of music performance. Student will explore conducting patterns as they relate to time signatures, rhythm and meter. An emphasis will be placed on the student's ability to read basic music notation in order to perform music from a variety of cultures.

Time Frame: Second Marking Period

Enduring Understandings:

Common, recognizable musical forms often have characteristics related to specific cultural traditions.

Musical characteristics and traits both differ across genres, cultures, and historical eras and define the various genres and periods of musical history.

Essential Questions:

Why do all cultures have music?

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in</p>	<p>Topics Performance techniques</p> <p>Music from various cultures</p> <p>Perform folk songs from various Western cultures with and without endemic instrumentation using appropriate expressive elements (e.g., dynamics, vocal quality).</p> <p>Perform a variety of cultural and genre-specific vocally appropriate one, two and/or three part songs using appropriate expressive elements (e.g., dynamics, vocal quality).</p> <p>Discuss how the elements of music vary across diverse cultures (genres and styles), utilize music terminology.</p> <p>Improvise on a rhythmic and/or melodic motif for eight counts with the voice and/or a musical instrument.</p>	<p>Continue band techniques.</p> <p>Identify rhythm and meter, articulations, dynamics and tonal terminations in videos class performances.</p> <p>Describe (verbally or in writing) how conducting patterns relate to the different time signatures.</p> <p>Read basic music notation in order to perform music from a variety of cultures.</p> <p>6.2.8.D.1.b</p> <p>In small and large groups, research and discuss how musical elements, artistic processes and organizational principles differ across cultural music and performances. L.6.3, SL.6.1, NJSLA.SL2, WHST.6-8.9</p> <p>Demonstrate and perform songs which include tempo and dynamics.</p> <p>Be able to perform a full band arrangement.</p>	<p>Leading a Music Activity with 6th grade https://www.youtube.com/watch?v=wJRIkYJUF68</p> <p><u>Cultural Songs:</u> https://songlibrary.net/songs-ages-8-13.html</p> <p>Songs for Teaching www.songsforteaching.com</p> <p>Western Folk Songs: http://www.pbs.org/weta/thewest/resources/archives/five/songs.htm</p> <p>Educational Hip-Hop Songs https://www.flocabulary.com</p> <p>Reading Music Notation: https://www.bethsnotesplus.com/?s=reading+music+notation</p> <p>Beginner Drum Lessons http://www.drumlessons.com/drum-lessons/drum-set-rudiments/flam-tap/</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment • Feedback about proper instrument techniques <p>Summative Assessments: Solo, duo and group performance evaluations (show tempo and dynamics)</p> <p>Teacher-made check sheets and rubrics to evaluate knowledge of musical notation/time signatures</p> <p>Discussion about musical elements in different cultures</p> <p>Drum techniques</p> <p>Benchmark Assessment:</p>

diverse styles and genres of musical compositions.

1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.4.8.A.7

Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Play the following snare drum rudiments: paradiddle, flam, flam tap. **RST.6.8-4**

Musical instruments

Warm-up sheets and supplemental concert music

Common Formative Assessment

Alternative Assessments:
20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Key Vocabulary:

folk songs, expressive elements, dynamics, vocal quality, melodic motif, rhythm, meter, articulations, tonal terminations, time signature, paradiddle, flam, flam tap

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: 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. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

		needed. • Oral prompts can be given.	
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ELA - NJSLS/ELA:

RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

SL.6.1. Engage effectively in a range of collaborative discussions (One-On-One, In Groups, And Teacher-Led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Integration of Technology Standards NJSLS 8:

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.