

Englewood Public School District
Music
Grade 6

Unit 4: Aesthetic Responses and Critique Methodologies

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 explore the methodology for analyzing and critiquing music from different time periods. Student will analyze how different elements of style are used to generate an emotional response and how composers use elements of style to express ideas. Students will evaluate the artistic merit of master musician and compositions.

Time Frame: Fourth Marking Period

Enduring Understandings:

Performance technique in music varies according to historical era and genre.

Abstract ideas may be expressed in works of music using a genre's stylistic traits.

Essential Questions:

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance?

What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
	Topics			
1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	Integrating Playing & Musical Concepts/Spring Concert SWBAT – Differentiate how “traditional” and non-traditional composers employ elements of style to express new ideas in contrasting pieces of Memorial Music. Generate an emotional and observational response to the music.	Continue band techniques. Perform as individuals and/or a group, reading musical notation during the performance. RST.6-8.4 Identify how composers use elements of style to express ideas after viewing/listening to performances of Memorial Music such as <i>An American Elegy</i> by Frank Ticheli and Penderecki’s <i>Auschwitz Oratorium</i> .	An American Elegy by Frank Ticheli and Penderecki’s <i>Auschwitz Oratorium</i> http://windliterature.org/2011/07/01/an-american-elegy-by-frank-ticheli/ Lesson on American Elegy: https://www.state.nj.us/education/archive/aps/cccs/arts/21curriculum/Broadening%20the%20Picture.doc John Cage = https://en.wikipedia.org/wiki/John_Cage Leonard Bernstein, A Total Embrace of Music, Classical Notes www.classicalnotes.net/features/bernstein.html	Formative Assessments: <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment Summative Assessments: Solo and duo performance evaluations Teacher-made check sheets and rubrics to evaluate knowledge of musical notation Letter to the composer Discussion critiquing different styles of music and the emotional response they generate Composer evaluation Socratic Seminar
1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	Differentiate ways “traditional” and non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance.	Students will write a “letter to the composer” describing their emotional response to the piece. (L.6.3) Discuss in small and large groups how different elements of style are used to generate an emotional response in different styles of music (Jazz, etc.) (SL.6.1, 6.2.8.D.1.b)	Jazz Resources: http://www.jazzinamerica.org/JazzResources Jazz in America: http://americanhistory.si.edu/mithsonian-jazz?option=com_content&view=fulltext&id=1234567890	
1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	Analyze the basic formal structures and technical proficiency of master artists of a particular instrument in various style with of a given genre such as jazz or swing and employ similar	Students will choose a piece of Jazz/Swing music that evokes strong emotion and illustrate cover art that		
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.				Benchmark Assessment: Common Formative Assessment Alternative Assessments:

1.2.8.A.1
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

applications of style to musical performance.

represents that emotion.
6.2.8.D.1.b, NJSLA.SL2

Students will choose an artist from the Jazz/Swing genre who play an instrument and will evaluate why they are considered a master. **WHST.6-8.9**

Students will engage in a Socratic Seminar discussing their findings. **SL.6.1**

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Jazz games/movies (free)
<https://www.brainpop.com/socialstudies/ushistory/jazz/>

Swing:
<https://nafme.org/swingin-from-the-start-teaching-the-basics-of-jazz-and-improvisation/>

Socratic Seminar:
<http://www.janinesmusicroom.com/part-ii-using-socratic-questioning-in-music.html>

Musical instruments

Warm-up sheets and supplemental concert music

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:

style, genre, jazz, swing, enharmonic, flamacue

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 	<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 	<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 	<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

teacher. <ul style="list-style-type: none"> ● Incorporate visuals: graphic organizers, gestures, props 	repetition. <ul style="list-style-type: none"> ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● 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 needed. ● Oral prompts can be given. 	
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Interdisciplinary Connections:

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.