

Englewood Public School District
Music
Grade 6

Unit 3: Improvisational and Experimental Music

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 improvisational music performance using found instruments. Student will enhance their performance skills with more advanced notes, scales, and patterns. An emphasis will be placed on exploration and performance of experimental music genre.

Time Frame: Third Marking Period

Enduring Understandings:

Certain music and media literacy skills are necessary to perform and share works of music correctly and authentically.
Understanding of discipline-specific arts terminology is a component of musical literacy.

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
<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.3 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 diverse styles and genres of musical compositions.</p>	<p>Topics Performance, Aesthetic response</p> <p>Objectives</p> <p>Perform music of various cultural genres by singing and/or playing traditional and non- traditional instruments (e.g., gamelan, home-made or found instruments, barred instruments etc.).</p> <p>Play or sing music of varied genres, cultures, and musical traditions, using complex notation.</p> <p>Perform (independently and in groups), with expressive qualities appropriate to the genre.</p> <p>Improvise and perform a rhythmic motif that demonstrates "Call and Response" in a drum circle.</p> <p>Discuss performances using musical terminology.</p>	<p>Continue with band techniques.</p> <p>Read, count and perform various notes and rests, including eighth notes followed by eighth note rests on a variety of instruments. RST.6-8.4</p> <p>Research the origin of the drum circle in history. 6.2.8.D.1.b</p> <p>Experiment with a variety of found instruments to demonstrate musical elements.</p> <p>As a whole group, create a performance in the style of STOMP using found instruments.</p> <p>Play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern</p> <p>Perform rhythms as in a "call and response" in a drum circle.</p> <p>Meet in small groups to discuss performances using music terminology. (SL.6.1, L.6.3)</p>	<p>Gamelan instruments: http://online.internationalfolkart.org/dancingshadows/performance/instruments.html</p> <p>Found instruments lesson (STOMP): https://www.educationworld.com/a_lesson/03/lp303-02.shtml</p> <p>Found instruments (STOMP): https://www.youtube.com/watch?v=tZ7aYQtIldg</p> <p>Educational Hip-Hop Songs & Videos for All Subjects, K-12 https://www.flocabulary.com</p> <p>Songs for Teaching www.songsforteaching.com</p> <p>Drum Circle lesson ideas: https://www.pinterest.com/pin/341007003020549055/?lp=tr ue</p> <p>Rubrics in Music Class: https://nafme.org/student-</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: Instrumental performance evaluations</p> <p>STOMP Performance</p> <p>Teacher-made check sheets and rubrics to evaluate knowledge of musical notation/time signatures</p> <p>Drum circle</p> <p>Discussion about performances</p> <p>Rubric for performances</p> <p>Benchmark Assessments:</p>

<p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>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.</p>	<p>Evaluate performances using objective criteria such as a rubric.</p>	<p>Work in groups to create a rubric to evaluate the performances. (SL.6.1)</p> <p>Use the rubric to evaluate the performances. (NJSLA.SL2)</p>	<p><u>created-rubrics-in-the-music-classroom/</u></p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p>Common Formative Assessment</p> <p>Alternative Assessments: 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball <p><u>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</u></p>
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Key Vocabulary:

Improvise motif, Quarter-Eighth note pattern, enharmonic notes, closed roll, extended roll, 2-measure repeat, flamacue, Gamelan instruments

Integration of 21st Century Standards NJSLS 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 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/

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 requirements. This will include allowing more opportunities to demonstrate creativity

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 needed. • Oral prompts can be given. 	<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

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.