

6th Grade - Unit 2 (Busking/Street Entertaining)

Content Area: **Music**
Course(s): **Music 6**
Time Period: **Generic Time Period**
Length: **6 Lessons**
Status: **Published**

Established Goals/Standards

MU.6-8.1.3A.8.Cr	Creating
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.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).
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.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.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.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.
MU.6-8.1.3A.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 expressive intent.
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.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.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.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).
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.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.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.

MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.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.
MU.6-8.1.3A.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).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.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.
MU.6-8.1.3A.8.Cn	Connecting
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?
- When is a performance judged ready to present?
- When is creative work ready to share?

Enduring Understanding

- Complete the piece and add choreographed music.
- Compose and create ostinatos for busking routine in groups.
- Introduce busking and establish the goals of the project.
- Put finishing touches on busking performance through dress rehearsal.

- Review elements needed to build a foundation for the project.
- Students perform original busking routines and practice assessment with grading rubric.

Purpose

- The purpose of this lesson is for groups to complete their piece and add choreographed movement.
- The purpose of this lesson is for students to compose and create their routine.
- The purpose of this lesson is to add the finishing touches to the busking performances, as students have a dress rehearsal.
- The purpose of this lesson is to establish the project goal, which is for groups to create a two-minute busking routine using Boomwhackers, body percussion, found sounds, and/or vocals. The students will perform the busking routine for an audience.
- The purpose of this lesson is to have groups perform their original busking piece and assess both the piece and the performance according to the grading rubric.
- The purpose of this lesson is to reinforce the project goals and review other elements needed to build a foundation for the project.

Key Student Objectives

- Add movement, choreography, comedy, and musical elements to improve the routine.
- Analyze key musical elements and fundamentals necessary to creating a successful busking routine.
- Combine all busking routine elements together.
- Complete and perfect the ostinato arrangements used in busking routine.
- Create and finalize four, two-measure ostinatos for the busking routine.
- Create and play contrasting rhythm patterns.
- Define Busking.
- Evaluate other group performances based on specific criteria.
- Explain project goals and rubric for final busking routine.
- Explain the history of busking.
- Explain the history of street performing.
- Name two reasons why live performances are important for music students.
- Perform busking routines in front of an audience.
- Practice until no mistakes are made.
- Provide constructive feedback to other performers.
- Work in busking groups to decide on instrumentation.
- Write down how ostinatos will be arranged to create a routine.