

# 6th Grade - Unit 4 (Pop Opera)

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.Cn	Connecting
MU.6-8.1.3A.8.Cr	Creating
MU.6-8.1.3A.8.Pr	Performing
MU.6-8.1.3A.8.Re	Responding
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
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.Pr6	Conveying meaning through art.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.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.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.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.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.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.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.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.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
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.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.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 musicians make creative decisions?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?

## Enduring Understanding

---

- Complete a full dress rehearsal of the Pop Opera, working on perfecting and timing all of the elements.
- Complete five songwriting tasks in student groups.
- Groups decide on props, costumes, and backgrounds for project.

- Groups finish the songwriting component of the project and present song to class.
- Introduce opera and establish the goals of the project.
- Students perform their Pop Opera in front of a live audience.

## **Purpose**

---

- The purpose of this lesson is for students to complete a full dress rehearsal of their Pop Opera, working on perfecting and timing all of the elements.
- The purpose of this lesson is for students to perform the Pop Opera in front of a live audience.
- The purpose of this lesson is to divide the class into working groups to complete one of five group songwriting tasks.
- The purpose of this lesson is to establish the project goal, which is to create, compose, and perform a Pop Opera. Students will decide on an opera theme, and add lyrics, music, and movement to partially completed songs.
- The purpose of this lesson is to have groups finish the songwriting component of the project and present their song to the rest of the class.
- The purpose of this lesson is to perfect the song component of the Pop Opera and decide on props, costumes, and backgrounds or their Pop Opera.

## **Key Student Objectives**

---

- Decide on our setting, theme, and plot.
- Define Aria.
- Define Blocking.
- Define Libretto.
- Define Opera.
- Define Overture.
- Define Pop Music.
- Define Recitative.
- Evaluate each other's contribution to the project.
- Evaluate the completed performance.
- Finish the narration and story sections.
- Make last minute changes to any area of the Pop Opera.
- Make sure the song lyrics fit with the storyline.
- Perform the finished Pop Opera in front of an audience.
- Read and sing through the complete Pop Opera.
- Stage, block, and rehearse the Pop Opera.
- Understand the project goals which are to create, compose, and perform a class Pop Opera.
- Walk through the staging and blocking of the Pop Opera.
- Work in groups perfecting the Pop Opera songs.
- Work on narration and script for the Pop Opera.

- Work on one of five Pop Opera songs based on our chosen setting, theme, and plot.