

6th Grade - Unit 5 (World Percussion Africa)

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 individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers interpret musical works?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present?

Enduring Understanding

- Complete and rehearse composition, adding eight-beat transition to piece.
- Continue composition in groups, composing two ostinatos for B section of piece.
- Explore an authentic African drum and chant experience to prepare students to create their own composition.

- Introduce the culture and percussion instruments of Africa, emphasizing the region of West Africa.
- Student groups begin to create an African percussion ensemble composition.
- Students perform their original African percussion ensemble composition.

Purpose

- The purpose of this lesson is to provide an authentic African drum and chant experience to prepare students to create an African percussion ensemble composition.
- The purpose of this lesson is to assist each group as they perform an original African percussion ensemble composition.
- The purpose of this lesson is to continue assisting each group as they create an African percussion ensemble composition.
- The purpose of this lesson is to help each group to create an African percussion ensemble composition.
- The purpose of this lesson is to introduce the culture and percussion instruments of Africa, emphasizing the region of West Africa.
- The purpose of this lesson is to prepare each group for the performance of their African percussion ensemble composition.

Key Student Objectives

- As a group, author a set of program notes to accompany a presentation.
- Compose and perform a one-measure rhythmic ostinato using quarter/eighth notes, and rests.
- Compose the B section and Ending of our group's African percussion ensemble piece.
- Define Polyrhythm and Ostinato.
- Demonstrate a one-measure improvisation in an African percussion ensemble.
- Describe two areas of technology that have changed the way music is shared.
- Discover the history and playing techniques of the talking drum.
- Evaluate each group's B section and Ending.
- Evaluate performances of others.
- Identify four facts about Africa's countries, climate, and environments.
- Perform a simple rhythmic ostinato.
- Perform an original African percussion ensemble composition.
- Play and learn three djembe playing techniques.
- Recall three key facts about the climate and culture of Africa.
- Recognize and discuss four facts about the history of African drumming.
- Recognize five African percussion instruments.
- Select one ostinato to function as a transition between sections of the ensemble composition.
- Use the previously created two-measure rhythmic ostinatos to compose the A section of the group's African drum piece.

