6th Grade - Unit 6 (Scoring for Animation)

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 context and the manner in which musical work is presented influence audience response?
- How do musicians generate creative ideas?
- How do musicians improve the quality of their performance?
- How do musicians make creative decisions?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding

- Continue work on the animation composition and begin to add SFX.
- Explore various techniques for creating underscore music for animation.
- Extend composition by incorporating melody fragments and Borduns.
- Groups select an animation and begin composition to suit the action.

- Introduce the broad world of animation and establish project goals.

- Students perform live animation music with Foley and vocal SFX in front of an audience.

Purpose

- Students will learn about the broad world of animation. Groups will create, present, and play a music and sound effects (SFX) composition in front of an audience to accompany one of three short animations. In addition, there are opportunities to discover different animation techniques and vocabulary, as well as using animation apps available on the Quaver website.

- The purpose of this lesson is for groups to select their animation project piece, break it down, and compose music that suits the action in the animation.

- The purpose of this lesson is for students to perform their live animation music and Foley in front of an audience.

- The purpose of this lesson is to continue work on the animation composition and SFX creation.

- The purpose of this lesson is to explore various techniques of creating underscore music for animation.

- The purpose of this lesson is to extend students' abilities in composing music for animation.

Key Student Objectives

- Compose a motif and underscore music for two characters using pitched and non-pitched instruments.

- Compose a piece of music for a short animation using pitched instruments and percussion.

- Compose music and SFXX for the project piece.

- Create Foley and vocal SFX to accompany three short animations.

- Define Animation.

- Define Bordun.

- Define Dissonance.

- Define Foley.

- Define Motif.

- Define Post Production.

- Define Timecode.

- Define Underscore Music.

- Determine the project presenter of the animation.

- Evaluate performances based on predetermined criteria.

- Finish and practice the music and SFX that accompany the chosen animation.

- Mix music with Foley and/or vocal SFX to create a finished piece.

- Perform live animation music and Foley in front of an audience.

- Select an animation piece and break it down into scenes and times.

- Understand how simple animation works.