

# **Unit 3: Composition & Improvisation**

Content Area: **Music**  
Course(s): **Music Gr. 6**  
Time Period: **JanFeb**  
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## **Unit 3: Composition & Improvisation**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Sixth Grade General Music**

**Unit 3: Composition and Improvisation**

**Belleville Board of Education**

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## **Unit Overview**

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Music composition is the synthesis of combining rhythm, notes and expression. Students will create their own composition to capstone the work that has previously be done with rhythm and notes. Improvisation is a facet of composition. To fully understand improvisation, students need to have a firm foundation in basic music theory. Students will improvise simple rhythms and melodies, starting simple with outlined rules, moving to more abstract parameters to stretch creativity. Famous composers will be highlighted for their notable contributions to music. Students will research the composers of their choice, to better grasp the history and meaning behind each work.

## **Enduring Understandings**

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- Composers combine all aspects of music theory into compositions
- Trends in composition can be related to current events
- Improvisation is a discipline

## **Essential Questions**

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- How did trends in music affect composers?
- How did current events affect compositions?
- Do current events still have an effect on composers?
- What makes the art of improvisation so disciplined?
- How does music software change the art of composition?

## Exit Skills

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By the end of this unit, grade 6 students will be able to:

- Create a composition based on the assigned parameters
- Understand basic composition software (computer)
- Improvise a simple melody
- Identify and describe the work of famous composers
- Discuss the work of composers being studied in the current concert season
- Perform work by famous composers
- Link history to popular trends in composition, as seen in concert and highlighted music
- Critically listen and analyze professional ensembles performing music of famous composers

## New Jersey Student Learning Standards (NJSLS)

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VPA.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.
VPA.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.
VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.CS3	The arts reflect cultural morals and personal aesthetics throughout the ages.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.4	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.

VPA.1.3.8.B.CS1	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.CS4	Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

## **Interdisciplinary Connections**

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SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

## **Learning Objectives**

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- Successfully improvise a basic melody
- Perform compositions from famous composers
- Understand the theory and ideas behind composers' work
- Create a composition using music software

## **Suggested Activities & Best Practices**

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- Students will score different melodies while on chromebooks using an add-on through Google Docs.
- Students can share the melodies that they create through Youtube and Google Docs

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Submit tests about composition and composers through Google Forms
  - Use Fist-to-Five to show their understanding on music theory and part writing.
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- Admit Tickets
  - Anticipation Guide
  - Common Benchmarks
  - Compare & Contrast
  - Create a Multimedia Poster
  - DBQ's
  - Define
  - Describe
  - Evaluate
  - Evaluation rubrics
  - Exit Tickets
  - Explaining
  - Fist- to-Five or Thumb-Ometer
  - Illustration
  - Journals
  - KWL Chart
  - Learning Center Activities
  - Multimedia Reports
  - Newspaper Headline
  - Outline
  - Question Stems
  - Quickwrite
  - Quizzes
  - Red Light, Green Light
  - Self- assessments
  - Socratic Seminar
  - Study Guide
  - Surveys
  - Teacher Observation Checklist
  - Think, Pair, Share
  - Think, Write, Pair, Share
  - Top 10 List
  - Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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World of Music: Grade 6 - Silver Burdette Text Book

World of Music: Grade 6 - Silver Burdette CD Set

## **Ancillary Resources**

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Digital recordings

Online Media

Orff Instruments

## **Technology Infusion**

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- SmartBoard or Projector and Computer
- Music Theory website
- Chromebooks and Google Apps

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.CS1 Understand and use technology systems.

TECH.8.1.8.A.CS2 Select and use applications effectively and productively.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are



excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## 21st Century Skills

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.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.

## Differentiation

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- Students will be able to work on assignments at their own pace during this unit when creating different melodies.
- Students will have choice when creating melodies within different perimeters ie. key of melody, common/compound time, etc.
- Study sheets will be used for students with information to help them on musical composition.

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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- Students may have extra time to complete the assignments of composing a melody
  - Students may use study guides to assist in the creation of a melody
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan
  - Center-Based Instruction
  - check work frequently for understanding
  - computer or electronic device utilizes
  - extended time on tests/ quizzes
  - have student repeat directions to check for understanding
  - highlighted text visual presentation
  - modified assignment format
  - modified test content
  - modified test format
  - modified test length
  - multiple test sessions
  - multi-sensory presentation
  - preferential seating
  - preview of content, concepts, and vocabulary
  - Provide modifications as dictated in the student's IEP/504 plan
  - reduced/shortened reading assignments
  - Reduced/shortened written assignments
  - secure attention before giving instruction/directions
  - shortened assignments
  - student working with an assigned partner
  - teacher initiated weekly assignment sheet
  - Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Use of assistive technology or tutoring peers when language gets in the way of learning a concept like the grand staff
- Directions will be repeated as needed with visual cues to assist the understanding for the student
- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Students will be allowed to correct errors when writing music on the staff.
- Students will be given extra time to complete assignments if needed
- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Students will be able to complete assignments at a quicker pace and given more challenging material such as when improvising they will have to use a large range and more rhythmic complexity.
  
- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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For Sample Lesson see Unit 1: Rhythm

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: