6 Music Unit 4 (Expressive Elements)

Content Area: **Visual & Performing Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the elements of **Dynamics, Articulation, Style, and Timbre (Tone Color)** as they are found in a variety of cultures and historical periods. Teachers will develop students' knowledge of these musical elements by leading them through the Artistic Processes: Creating, Performing, Responding, and Connecting. Within these processes, students learn to think like musicians utilizing the practices relevant to the musical task-at-hand. Using varied media, instructional approaches, and assessment strategies, teachers will facilitate student learning toward communicating with competency. Students should be able to communicate using the vocabulary, materials, tools, techniques, and intellectual methods of the discipline in a developmentally appropriate manner. Demonstrated growth in each process will be measured based on specific performance expectations connected to the Anchor Standards. Students in 6th, 7th, & 8th grades have the opportunity to further enhance their experience, and deep their understanding in, these elements through participation in instrumental and/or vocal ensemble music.

As stated in the NJ Student Learning Standards our mission is “To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.”

Standards

Artistic Process: Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources

Essential Question: How do musicians generate creative ideas?

Practice: Imagine

Performance Expectations:

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).

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context and expressive intent.

Essential Question: How do musicians make creative decisions?

Practices: Plan, Make

Performance Expectations:

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.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Practices: Evaluate, Refine

Performance Expectations:

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.

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.

Artistic Process: Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Practices: Select, Analyze, Interpret

Performance Expectations:

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.

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.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

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).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

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.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practice: Present

Performance Expectations:

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic

practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Artistic Process: Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Practices: Select, Analyze

Performance Expectations:

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.

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).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Practices: Evaluate

Performance Expectations:

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers

provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Practice: Interpret

Performance Expectations:

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.

Artistic Process: Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

Practice: Interconnection

Performance Expectations:

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Practice: Interconnection

Performance Expectations:

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a,

1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Exemplar Learning Activities

As listed by the NAfME Core Content Standards Council, knowledge development and skills in each process may be present as follows:

CREATING

- Students will express musical knowledge through available multiple mediums, including movement, to provide and demonstrate a greater depth of knowledge and application.
- Notating or writing of musical ideas may take place on paper or in software and demonstrate a higher level of musical literacy, or an ability to communicate the language of music, these may include:
    - A common working vocabulary that facilitates discussion, understanding, and sharing that takes place in word and sound. (For instance, a musical student should be able to communicate musically with other musical students using supporting rhythms, pitches, melodies, or harmonies when playing music together.)
    - Sounds recorded via MIDI, audio, or other forms of technology, not limiting the idea of notational skills to staves on paper (this is a practice popularized and representative of a particular music and culture and not the totality of music around the globe, historically).

PERFORMING

- Students will sing and/or play on musical instruments (traditional and/or folk or classroom instruments, guitars, ukuleles, etc., computers, tablets, phone apps and other emerging medium).
- Students will be able to sing and/or play, and perform (on available musical instruments; traditional or computers, tablets, phone apps and other emerging media).
- Students will identify and connect the expressive qualities of their music through movement that is integrally woven to their desired intent and outcome.
- Students will be able to analyze as they sing and/or play, and perform (on available musical instruments; traditional or computers, tablets, phone apps and other emerging media).
- Students will be able to sing, play, and apply personally developed criteria as they sing and/or play, and perform with:
    - technical accuracy
    - stylistic expression
    - expression to convey the creator's intent on available musical instruments; traditional or computers, tablets, phone apps and other emerging media).

RESPONDING & CONNECTING

- Students need to make connections between the music they perform and listen to for enjoyment and understand the purpose of varied musical selections. When performing students should be able to:
    - perform (singing, various instruments, technology, etc.) alone and with others using appropriate technique, sound quality, technical accuracy, and expression for the music selected.
    - demonstrate how the context and purpose influences performance practice.

- Students need to make connections between the music others create and their personal musical creations in order to understand the various purposes of music. When creating students should be able to:
    - improvise, arrange, or compose music for a specific purpose or context using traditional means or technology.
    - demonstrate imagination, craftsmanship, aesthetic sensitivity, and refinement in their compositions, arrangements, and improvisations.

- Students may develop personal criteria through an analysis of the music or performance notes, notation, etc. through various modalities, including reading, listening, responding to aural stimuli and "writing" (codifying ideas on paper or software). When performing or presenting a piece, students should be able to:
    - demonstrate the ability to read, write, create, and express musical thoughts and ideas using standard and emerging notation.
    - demonstrate how context (including technology) and cultural influences impact aural and notational skills.

- Performing music with technical accuracy and stylistic expression as a result of the interpretation and analysis, while using developing personal criteria, students may:
    - Identify technical challenges before and after a performance
    - Create music on paper, software or collaboratively in sonic spaces with the assistance of recording technology
    - Perform, reflect, etc.
- Students should demonstrate performance decorum on instruments of choice while they sing, play, and apply personally developed criteria, as appropriate for venue, purpose, context, and style.
- Students will identify and connect the expressive qualities of their music through movement that is integrally woven to their desired intent and outcome.

Materials

Core Materials:

- Music K-8
- Music Textbook Series
- MusicPlay Online
- Singing Games & Dances Collections
- *Purposeful Pathways* Volumes
- *Music for Children* Volumes & Supplemental books
- Quaver Music
- Instruments
- Manipulatives

Supplemental Materials:

- New Jersey Music Educators Association

- National Association for Music Education
- www.NAFME.org
- American Orff Schulwerk Association
- https://selarts.org/
- Noteflight Learn
- Soundtrap
- Google Chrome Music Lab
- Incredibox

Technology

Technology Literacy

- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology - Computing Systems

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Technology - Data & Analysis

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Technology - Algorithms & Programming

- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into sequence of steps.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment

- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- STEAM Projects
- Leveled Reading with Newsela

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- K-2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
1.1.8.Cr1b	Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.
1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
1.1.8.Cr2b	Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
1.1.8.Cr3a	Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
1.1.8.Pr4b	Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
1.1.8.Pr5e	Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
1.1.8.Re7a	Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.8.Cn11a	Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.