Nov. Music Grade 6 Unit 2: Composers and Musical History

Content Area: **Music**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Creating □ Connecting □ Performing □ Responding

This unit takes a look at composers and musical history throughout the ages.

Enduring Understandings

Musical styles evolved over time, and music reflects history and cultures throughout the ages.

Essential Questions

How and why did the different sytles of music evolve?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Re
Understand the integrative concept that mood and style are created through melody, dynamics, harmony, rhythm, form and tone color in a relationship to historical period, cultural context, and the personality and intent of the composer Recognize and identify vocal and	Read about, discuss, and research composers and musical styles and time periods: **Medieval:** Chant & monophony **Renaissance**: Farmer, Josquin	Teacher observation Peer Evaluation Performance assessment	Nortc Accer work

instrumental sounds in relationship to their historical and cultural contexts	dez prez **Baroque**: Vivaldi, Bach, Handel **Classical**: Hadyn, Mozart, Beethoven **Romantic**: Schubert, Brahms, Tchaikovsky **20th century**: Joplin, Sousa, Copland Focus on musical and historical characteristics from each time period	Oral/Aural assessment Written assessment Self evaluation	

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology and Design Integration

Students will interact with the Smartboard.

Interdisciplinary Connections

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered support and challenges as determined by teacher evaluation.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP's and 504 plans will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher made pre and post assessments for growth

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Teacher observation

Peer Evaluation

Performance assessment

Oral/Aural assessment

Written assessment

Self evaluation

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Teacher observation

Peer Evaluation

Performance assessment

Oral/Aural assessment

Written assessment

Self evaluation

Instructional Materials

Norton recordings

Accent on Composers book and worksheets

Standards

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.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.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
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.