Grade 6: General Music: Ancient Music

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Unit 2 explores early music history from Prehistoric Music to the Common Practice Period. The unit asks students to choose one historical time period to study and compose original music that fits the era according to their research. Student research will focus on the role of music in culture, instrumentation known to be popular/discovered at the time, and musical forms used during the chosen time period. The unit will culminate in a longer form composition that mimics their era's musical style. This unit aims to build upon the 6th grade Social Studies curriculum as a cross-curriculum unit.

This unit aims to explore how music developed as an integral part of society and culture, and how historians have pieced together our musical history through artifacts and other archaeological means. Students will learn how to dive into history themselves by researching one historical era of their choice and apply their understanding of music theory, composition, and production to a longer form composition.

Enduring Understandings

• The role of music in culture at different points in history.
• How technology during different historical eras impacted the instrumentation and musical style of a culture/civilization.
• The role that written language and written musical notation played in the music of different historical eras.
• How to creatively mimic musical styles based on research of different historical eras.
• How to compose a longer form composition based on research and an understanding of music theory fundamentals.
• How to record/produce/mix your composition on a digital audio workstation to present a finished work.

Essential Questions

• What role does music play in culture at different points in history?
• How did technology during different historical eras impact the instrumentation and musical style of a culture/civilization?
• What role did written language and written musical notation play in the music of different historical eras?
• Can you creatively mimic musical styles based on your research of different historical eras?
• Can you compose a longer form composition in your chosen era's style by incorporating music theory fundamentals?
• Can you record/produce/mix your composition on a digital audio workstation to present a finished work?

Learning Objectives

- SWBAT identify the role of music in culture at different points in history.
- SWBAT identify how technology during different historical eras impacted the instrumentation and musical style of a culture/civilization.
- SWBAT identify and explain the role that written language and written musical notation played in the music of different historical eras.
- SWBAT creatively mimic musical styles based on research of different historical eras.
- SWBAT compose a longer form composition based on research and an understanding of music theory fundamentals.
- SWBAT record/produce/mix your composition on a digital audio workstation to present a finished work.
- Describe major developments in music from Prehistoric Music through the Common Practice Period.
- Explain the relationship between music, culture, religion, technology, and society in different historical eras.
- Identify significant characteristics of music from selected historical periods, including typical instruments, musical forms, and performance practices.
- Analyze how historians and archaeologists use artifacts, written records, and other evidence to understand music of the past.
- Conduct research using a variety of reliable sources to investigate a chosen historical music era.
- Gather, organize, and evaluate information about the cultural context, musical practices, and important innovations of a selected time period.
- Connect musical developments to historical events and social studies concepts studied in Grade 6.
- Communicate research findings using appropriate historical and musical vocabulary.
- Identify musical elements and compositional techniques characteristic of a selected historical period.
- Analyze examples of historical music to determine how rhythm, melody, harmony, texture, form, and instrumentation reflect the style of the era.
- Apply appropriate music theory concepts when creating music inspired by a historical style.
- Compose original music that demonstrates stylistic characteristics of a chosen historical period.
- Select instruments, musical forms, and compositional techniques that accurately reflect research findings.
- Organize musical ideas into a longer-form composition that demonstrates historical authenticity and creative expression.
- Revise compositions based on self-reflection, peer feedback, and historical research.
- Present and explain how historical research influenced compositional decisions.
- Evaluate the effectiveness of a composition in representing the musical style and cultural context of a chosen era.
- Reflect on how music has evolved over time and how historical traditions continue to influence modern music.
- Create and produce an original longer-form composition inspired by a selected historical period, demonstrating understanding of the era’s cultural significance, musical characteristics, instrumentation, and compositional practices.
- Accompany the final composition with a research-based explanation that connects historical findings to specific musical choices made in the work.

Standards: Content

1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
1.3A.8.Pr6	Conveying meaning through art.
	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
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.
1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.
	How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.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.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.2.1	The Beginnings of Human Society
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
	Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Sample projects, Drawing for Older Children and Teens, Color Wheels, Scratchboard, Scratching sticks, Picture files, Colored pencils, Sample "Food" tracers, Markers, White 12"x18" drawing paper, Pencils, French Curves, Templates, Rulers, Computers, Printer, Projector/SmartBoard, Stencils, Freezer paper, tape, waxed stencil paper or acetate, tempera paint, acrylic paint, or screen-printing ink, paint brushes, stencil brushes, sponges, scissors, Computers, Microsoft Office, Interactive SmartBoard, Digital Audio Workstations, Guitars, Percussion Instruments, Pianos/Keyboards,

Xylophones, Interface, Microphones, Headphones, Speakers, Musical Scores, Musical Recordings, Internet www.paintings.name www.brainpop.com http://school.nettrekker.com/visualarts, Artists & Art,Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		