

Swedesboro-Woolwich School District
GRADE 6 Music, Unit 1: Elements of Music

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 1, students will learn to:

- In this unit, we will continue to broaden our knowledge of the elements of music. Our main focus will be on tempi, dynamics and pitch notation. It is imperative that students are able to listen to or perform a piece of music and be acquainted and familiar with these musical terms.
- Understanding of discipline-specific arts terminology is a component of musical literacy.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Elements of Music	Trimester 1, 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.8.Pr6a Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.	Develop and understanding of musical elements and how they are used in creating music.	I can create rhythm patterns using half, quarter, eighth, and 16th notes. I can understand and perform music in different tempos. I can identify dynamic terminology and perform music using different dynamics.

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		<p>1.3A.8.Cr1a Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms. (e.g., AB, ABA, Theme and Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connections to specific purpose and context (e.g., social, cultural, historical.)</p> <p>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, and interest) to rehearse, refine and determine when the music is ready to perform.</p> <p>1.3A.8.Cr2b Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>		<p>I can create a rhythm pattern using dynamics and tempo.</p> <p>I can identify steps, leaps and repeats in music.</p> <p>I can identify the lines and spaces on the treble clef staff.</p> <p>I can improvise a melody using the pentatonic scale.</p>
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		<p>1.3A.8.Cr3b Present the final version of documented a. 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.</p> <p>1.3A.8.Re7a Select a program of music (e.g. a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p>		
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Grade 6 Music, Unit 1 Vocabulary

Elements of Music	Moderato	Dynamics	Mezzo Forte	AB
Tempo	Andante	Pianissimo	Forte	ABA
Presto	Adagio	Piano	Fortissimo	Fugue
Allegro	Lento	Mezzo Piano		

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific tan Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by William Grant Still and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and discuss inspired by the holocaust: Weinberg's 21st symphony</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to music of Aaron Copland such as "Fanfare for the Common Man." 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to music by Tan Dun.</i></p>

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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or sloppy handwriting

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses 	<ul style="list-style-type: none"> • Participations in playing instruments • singing 	<ul style="list-style-type: none"> • Google forms • Compositions projects • class performance

Grade 6 Music, Unit 1 : Elements of Music

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Elements of Music 60 days	<p>1.3A.8.Pr6a Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator’s intent.</p> <p>1.3A.8.Cr1a Generate and improvise rhythmic, melodic and harmonic phrases and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Create rhythm patterns using quarter, eighth, 16th and half notes. • accurately perform and describe tempo using appropriate terminology • accurately perform and describe dynamics using appropriate terminology • Identify steps and leaps in music • identify the lines and spaces on the treble clef staff • composes a melody in treble clef. • improvise a simple melody on pitched instruments <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Conveying meaning through music. • Generating and conceptualizing ideas. 	<ul style="list-style-type: none"> • Music k8 • youtube • chrome music lab • classicforkids.com • insidetheorchestra.com • classroom instruments

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	<p>harmonic accompaniments within basic forms. (e.g., AB, ABA, Theme and Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connections to specific purpose and context (e.g., social, cultural, historical.)</p> <p>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, and interest) to rehearse, refine and determine when the music is ready to perform.</p> <p>1.3A.8.Cr2b Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p>	<ul style="list-style-type: none"> ● Developing and refining techniques and models or steps needed to create products. ● Organizing and developing ideas. ● Perceiving and analyzing products. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Reviewing materials ● creating and composing collaboratively and individually ● Group collaboration ● Performing for others <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response. ● The creative ideas, concepts, and feelings that influence a musicians’ work emerge from a variety of sources. ● 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. ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (I.e. social, cultural, historical) and how creators or performers manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● When is a performance judged and ready to present? 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 individuals choose music to experience? How does understanding the structure and context of music inform a response? 	
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	<p>1.3A.8.Cr3b Present the final version of documented a. 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.</p> <p>1.3A.8.Re7a Select a program of music (e.g. a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p>	<p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● creating google slides to demonstrate knowledge of rhythm ● google forms to assess understand of terminology ● music composition project to assess ability to apply knowledge of music elements. ● Playlist project 	
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GRADE 6 Music, Unit 2: Form and Music In Movies

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 2, students will learn to:

- In this unit, we will continue to broaden our knowledge of the elements of music. Our main focus will be on form, and melody. It is imperative that students are able to listen to or perform a piece of music and be acquainted and familiar with these musical terms.
- understand how the elements of music are used in movies.
- Recognise the impact music can have on a movie scene.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 2: Musical Form and Music in Movies	Trimester 2 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.8.Cr1a Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms. (e.g., AB, ABA, Theme and Variations)	Develop an understanding of musical form and its use in composition. Develop an awareness of how music is used in movies and how composers use the elements of music in a movie scene.	I can identify the form of music. I can compose a rhythm pattern in a specific form. I can demonstrate how music enhances a movie. I can create an accompaniment to a movie

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		<p>and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connections to specific purpose and context (e.g., social, cultural, historical.)</p> <p>1.3A.8.Cr3b Present the final version of documented a. 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.</p> <p>1.3A.8.Pr4c Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.</p> <p>1.3A.8.Cn11a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>1.3A.8.Cn10a Demonstrate how interests, knowledge, and skills relate to personal choices and intent</p>		<p>scene using classroom instruments.</p>
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		<p>when creating, performing, and responding to music.</p> <p>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.</p>		
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Grade 6 Music, Unit 2 Vocabularly				
Form	Binary	Ternary	Rondo	Film Score
Film Score Composer	Tension	Motif	Mickey Mousing/Paralel Scoring	John Williams
Tan Dun				

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific tan Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by William Grant Still and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28 Listen and discuss inspired by the holocaust: Weinberg's 21st symphony</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to music of Aaron Copland such as "Fanfare for the Common Man." 	<p><i>PL. 2021, c.416</i> <i>Listen to music by Tan Dun.</i></p>

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	<p>sketches or models.</p> <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site Use of word processor Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory presentations with visuals Use of a study carrel Assistance in maintaining 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 	
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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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<ul style="list-style-type: none"> • Use of word processor • Allow for redos/retakes 	<p>presentations with visuals</p> <ul style="list-style-type: none"> • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses 	<ul style="list-style-type: none"> • Participations in playing instruments • singing • Answers to question/ google slides. 	<ul style="list-style-type: none"> • Google forms • Compositions projects • class performance

Grade 6 Music, Unit 2: Form and Music in Movies 9 Total Weeks

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Musical Form and Music in Movies</p> <p>60 days</p>	<p>1.3A.8.Cr1a Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms. (e.g., AB, ABA, Theme and Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connections to specific purpose and context (e.g., social, cultural, historical.)</p> <p>1.3A.8.Cr3b Present the final version of documented a. 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.</p> <p>1.3A.8.Pr4c Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.</p> <p>1.3A.8.Cn11a Demonstrate understanding of relationships between music and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify the form of music ● Compose rhythm patterns in a specific form ● Demonstrate how music enhances a movie ● Create an accompaniment to a movie scene using classroom instruments <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Generalizing and conceptualizing ideas ● Selecting, analyzing, and interpreting work. ● Synthesizing and relating knowledge and personal experiences to create products. ● Relating artistic ideas and works within societal, cultural, and historical context to deepen understanding. ● Refining and completing products. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Reviewing materials ● creating and composing collaboratively and individually ● Group collaboration ● Performing for others ● Listening to and analyzing works of music. <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources. ● Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selections of repertoire. ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> ● Music k8 ● youtube ● chrome music lab ● classicsforkids.com ● insidetheorchestra.com ● classroom instruments ● teacher created google slides

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	<p>the other arts, other disciplines, varied contexts and daily life.</p> <p>1.3A.8.Cn10a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do performers select repertoire? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the arts, and other disciplines, context, and daily life inform creating, performing, and responding to music? ● How do musicians improve the quality of their creative work? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Open ended questions in google slides ● google forms to assess understand of terminology ● music composition project to assess ability to apply knowledge of film score composition. 	
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GRADE 6 Unit 3: Rhythm and Drumming

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 3, students will learn to:

- Read and write rhythmic tonations including triplets and dotted eighth 16th note rhythms
- proper technique for bucket drumming
- identify and play West African Instruments

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Rhythm and Drumming	Trimester 3 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.8.Cr2b Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences. 1.3A.8.Pr6b	Deepen knowledge of rhythm patterns and notation. Develop an understanding of music and instruments from other cultures.	I can read rhythm patterns including dotted eighth/16th note rhythms and triplets. I can play patterns including dotted eighth/16th note patterns and triples on bucket drums using proper technique. I can create rhythm patterns using dotted eighth/16th note patterns and triplets and

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		<p>Demonstrate performance decorum (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p> <p>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.</p>		<p>accurately play it on bucket drums.</p> <p>I can identify instruments used in West African Music.</p> <p>I can play the djembe and shekere using proper technique.</p>
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Grade 6 Music, Unit 3 Vocabulary

Grade 6 Music, Unit 3 Vocabulary					
triplet	dotted eighth/16th note	djembe	shekere	kora	talking drum

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific tan Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by William Grant Still and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and discuss inspired by the holocaust: Weinberg's 21st symphony</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to music of Aaron Copland such as "Fanfare for the Common Man." 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to music by Tan Dun.</i></p>

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	<p>sketches or models.</p> <ul style="list-style-type: none"> ● 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Rhythm and Drumming 60 days	1.3A.8.Cr2b Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences. 1.3A.8.Pr6b Demonstrate performance decorum (e.g. stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Obj. We are learning to: <ul style="list-style-type: none"> ● Read and write rhythmic notation including dotted eighth/16th notes and triplets. ● accurately play classroom instruments using proper technique. ● Identify and play instruments used in West African Music. Anchor Standards: <ul style="list-style-type: none"> ● Organizing and developing ideas. ● Conveying meaning through art ● Refining and completing projects Artistic Process <ul style="list-style-type: none"> ● Reviewing ● creating and composing collaboratively and individually 	<ul style="list-style-type: none"> ● Music k8 ● youtube ● chrome music lab ● classicsforkids.com ● insidetheorchestra.com ● classroom instruments ● teacher created google slides

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	<p>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.</p>	<ul style="list-style-type: none"> ● Group collaboration ● Performing for others <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their creative work? ● When is performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● observation of student performance using instruments. ● student performance during group drumming activities. ● music composition project to assess ability to apply knowledge of rhythmic notation. 	
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