

Music Appreciation Grade: 6
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
STANDARD 1.4 Aesthetic Responses And Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music theatre and visual art.
<p>A. AESTHETIC RESPONSES AND CRITIQUE METHODOLOGIES:</p> <p>A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance music theatre and visual art.</p> <p>A.3 Distinguish among artistic styles, trends and movements in dance, music, theatre and visual art within diverse cultures and historical eras.</p> <p>A.4. Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in social norms, beliefs or values.</p> <p>B .CRITIQUE METHODOLOGIES</p> <p>B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the works content or form</p> <p>B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p>B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores on the grand staff.</p> <p>STANDARD 1.3 Performance: all students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music theatre and visual art</p>

B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores on the grand staff.

STANDARD. 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art n dance, music theatre and visual art.

B. Music

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..

B.2compare and contrast the structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Enduring Understandings:

At the end of the unit students will understand that...

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- Experts can and do disagree about the value, power and source of art.
- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist’s imagination and

Essential Questions:

At the end of the unit students will be able to answer...

- Why should I care about the arts?
- What’s the difference between a thoughtful and a thoughtless artistic judgment?
- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- How do underlying structures unconsciously guide the creation of art works?

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<p>intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</p> <ul style="list-style-type: none"> • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. • Begin to apply above concepts via learning to play the guitar 	<ul style="list-style-type: none"> • Does art have boundaries?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music terminology • Note names and respective clefs • Note and rest values • Learn parts of the guitar • Comprehend string names and relate to pitch • Demonstrate knowledge of frets with regards to finger placement and notes of staff • That there are a variety careers and lifelong opportunities involving music. 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Music represents diverse genres and cultures. • Elements of music are used to achieve unity and variety, tension and release, and balance in composition. • Exposure to various cultures and styles influence individuals' feelings toward art forms and artworks
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the aesthetic value (mood) of a piece of music. • Analyze musical elements in response to various prompts. • Describe the compositional design in a piece of music. • Incorporate personal life experiences in response to a piece of music by writing how student feels about piece of music. • Communicate ideas about the social and personal value of music through writing. • Read music from progressively complex notation • Investigate arts-related careers. • Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • Careers always involve performance. • Critiques are only negative • Old music is boring

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<ul style="list-style-type: none"> and notational systems. • Persuasive written and oral critique performances and exhibitions based on the application of the elements of music • Close reading and written critique citing evidence to support ideas in both, agreement or argumentative position. 	
Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Tests • Persuasive written critique of recorded music • Worksheets relating to above • Worksheets relating to guitar notes, strings, etc. • Informative research papers, citing evidence pertaining to various composers and different musical genres. 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Musical performance tests • Oral Presentations on research of composers and various musical styles • Written critique on said presentations • Playing various musical pieces on guitar. • Unit tests
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Classroom discussion • Musical performance observation • Student critique of oral presentations • Written quizzes on said material. • Close reading citing evidence of subject matter • Persuasive and informational writing pertaining to various music based readings. 	
Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Various worksheets • Song-writing Rap/Blues • Active Listening • Researching Careers • Show and discuss a musical • Classroom notes • Classical music recordings • Classroom discussion • Listening to CD's • Research Paper • Oral Presentations 	<p>Strategies:</p> <ul style="list-style-type: none"> • Active listening • Active reading • Note-taking skills • Use of musical terms in discussion • Utilizing reference materials • Written and oral critique videos/presentations

Interdisciplinary Connections:

- Art-
- Music –
- Physical Education –
- World Language –
- Health –
- Science –
- Social Studies –
- Mathematics –
- Language Arts –

Resources:

- Worksheets – vocabulary, notation, terminology
- Classroom notes
- Classroom instruments
- Recordings of various music
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred' Essentials of Music Theory
- Alfred's Adult all-in-one Course for Piano

Music: History and Culture
Grade: 6
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
STANDARD 1.4 Aesthetic Responses and Critique Methodologies: all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.
A. HISTORY AND CULTURE:
A.1 Generate observational and emotional responses to: diverse culturally and historical specific works of dance, music, theatre and visual art.
A.2 Identify works of dance, music, theatre and visual art that are used for utilitarian and non-utilitarian purposes.
A.3 Distinguish among artistic styles, trends and movements in dance, music, theatre and visual art within diverse cultures and historical eras.
A.7 Analyze the form, function, craftsmanship and originality of representative works of dance, music, theatre and visual art.
B. CRITIQUE METHODOLOGIES:
B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music theatre and visual art.
STANDARD 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art n dance, music, theatre and visual art.
B. Music
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.

<p>STANDARD 1.2 History of the Arts and Culture; All students will understand the role and development and influence of the arts throughout history and across cultures history, and society.</p>	
<p>A.1 Map historical innovations in dance, music, theatre and visual art that were caused by the creation of new technologies.</p> <p>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.</p> <p>A.3 Analyze the social, historical and political impact of artists on culture and the impact of culture on the arts.</p>	
<p>Enduring Understandings: <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. • Experts can and do disagree about the value, power and source of art. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. 	<p>Essential Questions: <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> • Why should I care about the arts? • What’s the difference between a thoughtful and a thoughtless artistic judgment? • How does creating and performing in the arts differ from viewing the arts?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music terminology • Composers names • Musical Styles of various periods in history. 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • Music has social and personal values. • Traditions impact the critique of pieces of music • That a chronology exists in all art forms. • Personal life experiences can be incorporated into/from a musical piece.

<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the mood of a piece of music both orally and written. • Describe the compositional design in selected pieces of music. • Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems. • Classify elements of unity or repetition in a piece of music. • Apply domain specific musical terminology to express statements of both fact and opinion regarding pieces of music. • Describe the technical proficiency of the artist’s work, orally and in writing. • Written informational critique performances and exhibitions based on the application of the elements of music. • Written and oral reflection citing evidence on a variety of pieces of music representing important ideas, issues, and events in a society • Compare and contrast by writing, the contributions of significant artists from different historical periods. • Hypothesize how the arts have impacted world culture both orally and written, both persuasive and argumentative. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • That classical music is boring. • That classical music is all the same. • That culture does not affect music. • Music of a different era is “bad”.
Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Written tests • Homework • Informational research Paper Assignment • Read various articles pertaining to subject area and write persuasive/argumentative critique. • Written critique of oral presentations giving positives and constructive criticism. • Close reading citing evidence to support 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Classroom discussion • Oral presentations • Written papers persuasive or informative paper on either composer or style of music. • Informational research Paper

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<p>ideas of informational articles and/or argumentative position on said article.</p> <ul style="list-style-type: none"> • Unit Tests 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Classroom discussion • Informal presentations • Reading articles citing evidence in written work • Writing persuasive paper on various musical topics • Quizzes • Handouts 	
<p>Stage 3- Learning Plan</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Following listening maps • Classroom notes • Written assignments on said readings/articles • Classroom discussion • Blending Musical Styles • Great Artists and Composers • Oral Presentations of composer research • Written critique of said presentations. • Close reading of various handouts citing evidence to support. 	<p>Strategies:</p> <ul style="list-style-type: none"> • Active listening • Active reading • Note-taking skills • Use of musical terms in discussion • Utilizing reference materials • Critique videos • Critique oral presentations
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art-</p> <p><input type="checkbox"/> Music –</p> <p><input type="checkbox"/> Physical Education –</p> <p><input checked="" type="checkbox"/> World Language –</p> <p><input type="checkbox"/> Health –</p> <p><input type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies –</p> <p><input type="checkbox"/> Mathematics –</p> <p><input checked="" type="checkbox"/> Language Arts –</p>	
<p>Technology Connections:</p> <ul style="list-style-type: none"> • Websites for research • Recordings of various music • Smart board presentations • YouTube 	

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Resources:

- Classroom notes
- Various recordings of Renaissance, Medieval, Baroque, Classical and Romantic periods of music and American music.
- Handouts on various composers
- Worksheets
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred's Essentials of Music Theory

Music Theory Grade: 6
Stage 1- Desired Results
Established Goals: NJCCCS, 2009 \ STANDARD 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.
B. Music 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.
STANDARD 1.3. Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in dance, music theatre and visual arts music.
B. Music B.1 Perform instrumental or vocal compositions using complex standard Western and non-standard Western, and avant-garde notation. B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
STANDARD 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art n dance, music theatre and visual art.
A. Aesthetic Responses

A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre and visual art.

A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

A. 7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music theatre and visual art.

B CRITIQUE METHODOLOGIES

B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre and visual art.

B.3 Compare and contrast examples of archetypal subject matter in works or art from diverse cultural contexts and historical eras by writing critical essays.

Enduring Understandings:

At the end of the unit students will understand that...

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.
- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

Essential Questions:

At the end of the unit students will be able to answer...

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- When is art criticism vital and when is it beside the point?

<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music terminology • Note and rest values • Note names and respective clefs • Basic guitar fingerboard notes • Parts of the guitar 	<p>Content Understandings: <i>Students will understand that.</i></p> <ul style="list-style-type: none"> • The elements of music are used to achieve unity and variety, tension and release, and balance in composition. • The basic concepts of music are meter, rhythm, tonality, intervals, chords, and harmonic progressions.
<p>Content Skills <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Sing independently and in groups. • Perform simple melodies and rhythmic accompaniments independently and in groups. • Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies. • Demonstrate knowledge of the basic concepts of music • Apply domain specific music terminology to express statements of both fact and opinion regarding works of art. • Identify and differentiate among basic formal structures within artworks • Write lyrics to a song • Perform basic melodies on the guitar • Written critique of a piece of music using music terminology. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • That writing music is easy • That using music-related technology is easy
<p>Stage 2- Assessment Evidence</p>	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Tests • Performance of rhythms on percussion • Written critique of various aspects of musical compositions informative and/or argumentative. 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Playing instruments • Performing songs and/or pieces • Worksheets • Quizzes • Written critiques of performances

Formative Assessments <ul style="list-style-type: none">• Teacher observation• Classroom discussion• Quizzes/written work on terms, etc.• Written critiques	
Stage 3- Learning Plan	
Activities: <ul style="list-style-type: none">• Classroom notes• Classroom discussion• Song writing Rap/Blues• Notation worksheets• Playing various percussion	Strategies: <ul style="list-style-type: none">• Proper lyric writing• Proper notation writing• Performing to the steady beat• Performing correct notes
Interdisciplinary Connections: <input checked="" type="checkbox"/> Art- <input type="checkbox"/> Music – <input checked="" type="checkbox"/> Physical Education – <input checked="" type="checkbox"/> World Language – <input type="checkbox"/> Health – <input type="checkbox"/> Science – <input type="checkbox"/> Social Studies – <input checked="" type="checkbox"/> Mathematics – notes are fractions <input checked="" type="checkbox"/> Language Arts –	
Technology Connections: <ul style="list-style-type: none">• Use of tablets• Active board• Various internet sites	

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Resources:

- Notation worksheets
- Various tests and quizzes
- Classroom notes
- Classroom instruments
- Staff paper
- Classroom notes
- Various recordings of Renaissance, Medieval, Baroque, Classical and Romantic periods of music and American music.
- Handouts on various composers
- Worksheets
- The Music Connection
- Assorted CD's
- Assorted DVD's/VHS
- Printed Worksheets
- Music Together
- Music K-8 Sheet Music Magazine
- Alfred's Essentials of Music Theory