



General Music

Grade 6, Fine & Performing Arts

Developed By: Mrs. Alexandra Miller, Ms. Alexis Rizzo & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities
September	<ul style="list-style-type: none"> Unit 1: Ukulele 	<ul style="list-style-type: none"> Youtube play alongs Ukulele book Tab sheets Video/Performance examples Ukulele boot camp
October	<ul style="list-style-type: none"> Unit 1: Ukulele 	<ul style="list-style-type: none"> Youtube play alongs Ukulele book Tab sheets Video/Performance examples Ukulele boot camp
November	<ul style="list-style-type: none"> Unit 1: Ukulele 	<ul style="list-style-type: none"> Youtube play alongs Ukulele book Tab sheets Video/Performance examples Ukulele boot camp
December	<ul style="list-style-type: none"> Unit 1: Ukulele Unit 2: Vocal/Instrumental Performance 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Performing along to instruments Rounds/partner songs
January	<ul style="list-style-type: none"> Unit 2: Vocal/Instrumental Performance 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Performing along to instruments Rounds/partner songs
February	<ul style="list-style-type: none"> Unit 2: Vocal/Instrumental Performance 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Performing along to instruments Rounds/partner songs
March	<ul style="list-style-type: none"> Unit 2: Vocal/Instrumental Performance Unit 3: Music Technology 	<ul style="list-style-type: none"> Incredibox Project Soundtrap Project Blob Opera Audio Recording Sound Effects
April	<ul style="list-style-type: none"> Unit 3: Music Technology 	<ul style="list-style-type: none"> Incredibox Project Soundtrap Project Blob Opera Audio Recording Sound Effects

May	<ul style="list-style-type: none">• Unit 2: Vocal/Instrumental Performance	<ul style="list-style-type: none">• Singing songs• Warm ups• Stretching• Watching other performances• Performing along to instruments• Rounds/partner songs
June	<ul style="list-style-type: none">• Unit 2: Vocal/Instrumental Performance	<ul style="list-style-type: none">• Singing songs• Warm ups• Stretching• Watching other performances• Performing along to instruments• Rounds/partner songs

Unit 1	
Ukulele	
Summary and Rationale	
<p>Students will progress towards music literacy in an environment in which they are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Students will be given opportunities to communicate musical ideas through creative personal realization, engage in challenging performance experiences, respond to the arts through analyzing and interpreting the artistic communications of others, and connect musical ideas and works within societal, cultural and historical contexts.</p> <p>Students will continue to develop the skills required to become self-sufficient on the ukulele. This includes reading chord charts, building a collection of strum patterns and maintaining proper playing technique.</p>	
Recommended Pacing	
3.5 months (September - December)	
Standards	
Generating and conceptualizing ideas.	
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).
Organizing and developing ideas.	
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.
Refining and completing products.	
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.

Selecting, analyzing, and interpreting work.	
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).
Developing and refining techniques and models or steps needed to create products.	
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.
Conveying meaning through art.	
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
Perceiving and analyzing products.	
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).
Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4 Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

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.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Technology Integration

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. ● Musicians’ creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● 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. ● 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 judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. ● 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 creator(s) 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● How do musicians make meaningful connections to creating, performing, and responding?

or performer(s) manipulate the elements of music.

- 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 creator(s) or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Evidence of Learning (Assessments)

- Teacher Observation
- Games
- Playing tests
- Exit tickets
- Group assessments
- Performances

Objectives (SLO)

Students will know:

- Parts of the ukulele
- Proper ukulele technique:
 - Posture
 - Fingerings
 - Hand positions
 - Strumming
- Strum patterns
- Complex rhythms
- Major and minor chords/fingerings
- What is accompaniment
- Chord progressions
- How to read chord charts

Students will be able to:

- Generate and improvise harmonic phrases within basic forms (e.g., AB, ABA) that convey expressive intent.
- Organize, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Use standard notation to document personal rhythmic and harmonic phrases.
- Use recording technology to document personal rhythmic and harmonic phrases.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented arrangement, using originality to demonstrate an effective beginning, middle, and ending.
- Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy,

originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

- Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.
- Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 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).
- Apply appropriate teacher-developed criteria to evaluate musical works or performances.
- Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Chromebooks
- Ukuleles
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Unit 2

Vocal / Instrumental & Performing

Summary and Rationale

Students will read, practice and perform musical pieces from various genres for a performance. Students will continue to interpret non-verbal cues from a conductor. Performances will demonstrate knowledge of expressive qualities such as dynamics, tempo, 2-part harmony, articulation, and ukulele accompaniment.

Recommended Pacing

6 months (January - March, May - June) - **5th & 6th grade concert performance to happen in March**

Standards

Selecting, analyzing, and interpreting work.

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).

Developing and refining techniques and models or steps needed to create products.

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.
-------------	---

Conveying meaning through art.

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.
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Connections	
Emotional Health	
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
World Languages: Interpretive Mode of Communication	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4 Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
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.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Technology Integration	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● 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. ● 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 judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Teacher Observation ● Games ● Playing tests ● Performances ● Exit tickets ● Group assessments 	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Performance etiquette ● Proper vocal technique ● Expressive qualities: <ul style="list-style-type: none"> ○ Dynamics ○ Tempo ○ Articulation ○ Timbre ○ Style ● Musical forms: <ul style="list-style-type: none"> ○ AB ○ ABA ○ Rondo ● Sight reading in standard notation ● Historical, cultural and/or social background of selected performance repertoire ● 2-Part harmony 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. ● Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. ● Analyze selected music by sight-reading in treble or bass clef using simple rhythmic and melodic notation. ● Identify and explain how cultural and historical context inform performances and result in different musical effects ● Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- How to critique vocal performances
- How to select repertoire

Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Chromebooks
- Ukuleles
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions

- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Unit 3

Music Technology

Summary and Rationale

Students will use computer software to create and play music. Students will learn about tracks, mixing, looping, converting sound files by completing various projects such as creating their own ringtone, mastering sound effects, etc.

Recommended Pacing

1.5 months (March - April)

Standards

Generating and conceptualizing ideas.

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).
-------------	---

Organizing and developing ideas.

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.
-------------	--

Refining and completing products.

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.
-------------	---

Perceiving and analyzing products.

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).
Applying criteria to evaluate products.	
1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4 Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
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.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Technology Integration	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.1.8.DA.3	Identify the appropriate tool to access data based on its file format.
Instructional Focus	
Enduring Understandings:	

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- 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 judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- 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 creator(s) or performer(s) manipulate the elements of music.
- 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 creator(s) or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?

Evidence of Learning (Assessments)

- Teacher Observation
- Projects
- Soundtrap/ Schoology submissions

Objectives (SLO)

Students will know:

- Soundtrap and other music software
- Musical Form
- Music software components
 - Tracks
 - Loops
 - MIDI Instruments
 - Audio Recording
- Music software shortcuts
- Different types of music files

Students will be able to:

- Generate and improvise rhythmic, melodic, and harmonic phrases within basic forms (e.g., AB, ABA) that convey expressive intent.
- Organize, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Use recording technology to document personal rhythmic and harmonic phrases.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented arrangement, using originality to demonstrate an effective beginning, middle, and ending.
- Classify and compare how the elements of music and expressive qualities relate to the structure within a piece of music.
- Apply appropriate teacher-developed criteria to evaluate musical compositions.
- Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating music.

Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Chromebooks
- Headphones/earbuds
- Ipad/mac/iphone
- Speakers
- Classroom instruments
- Google drive (supplemental resources)
- Schoology
- Soundtrap
- incredibox.com

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments

- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.