

YEAR AT A GLANCE: Performance Ensembles - MIDDLE SCHOOL General Music - GRADE 6

	UNIT 1	UNIT 2	UNIT 3
Title	World Drumming	Digital Music	Popular Music
Unit Length	10 weeks divided into: <ul style="list-style-type: none"> • 5 weeks - West African drumming • 5 weeks - Latin American drumming 	5 weeks	5 weeks
Performance Task	<ul style="list-style-type: none"> • Will Schmid "World Drumming" curriculum • Application of Will Schmid curriculum to pop music & various genres/styles • Historical & cultural connections to West African & Latin American traditional drumming • Learn how to perform the above genres of music on instruments: <ul style="list-style-type: none"> ○ Tubanos ○ Djembes ○ Shekere, agogo, & other auxiliary percussion 	<ul style="list-style-type: none"> • Learn how to compose music digitally • Learn about musical elements including chord progressions, melody, bass line, and rhythm • Platforms include Soundation, Chrome Music Lab, Google Flat, and various digital instruments accessed via chromebooks • Present a final project composition to the class 	<ul style="list-style-type: none"> • Learn about the composition and cultural context of various styles of popular music through projects including: <ul style="list-style-type: none"> ○ Personal soundtrack ○ Musician biography ○ Composing pop songs
Enduring Understanding	<ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of 	<ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of 	<ul style="list-style-type: none"> • 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. • 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication. • 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of

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- 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.
- 5.1 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.
- 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response
- 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- 10.1 The multidimensional system of music allows us to uniquely express

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<p>Essential Questions</p>	<ul style="list-style-type: none"> ● Does music reflect culture or shape it? ● What criteria would you use to (assess, define, explore) a culture through its music? ● Does the exposure to the art, music and dance have an affect on our unique world-view or perception? ● How does one cultivate and realize their potential to express themselves through music? ● How does participation in a performing ensemble prepare you for life outside of school? ● Why/how is music literacy valuable? ● What is the advantage of being musically literate? ● What is the advantage of being able to interpret musical notation? ● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures? ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality 	<ul style="list-style-type: none"> ● Does music reflect culture or shape it? ● What criteria would you use to (assess, define, explore) a culture through its music? ● Does the exposure to the art, music and dance have an affect on our unique world-view or perception? ● How does one cultivate and realize their potential to express themselves through music? ● How does participation in a performing ensemble prepare you for life outside of school? ● Why/how is music literacy valuable? ● What is the advantage of being musically literate? ● What is the advantage of being able to interpret musical notation? ● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures? ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality 	<ul style="list-style-type: none"> ● Does music reflect culture or shape it? ● What criteria would you use to (assess, define, explore) a culture through its music? ● Does the exposure to the art, music and dance have an affect on our unique world-view or perception? ● How does one cultivate and realize their potential to express themselves through music? ● How does participation in a performing ensemble prepare you for life outside of school? ● Why/how is music literacy valuable? ● What is the advantage of being musically literate? ● What is the advantage of being able to interpret musical notation? ● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures? ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality

of their creative work?

- How does sharing creative musical ideas demonstrate expressive intent?
- What personal purpose does sharing musical ideas serve?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical works?
- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- When is a performance ready to be presented/performed?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)?
- How do we discern the musical creators' and performers' expressive intent?
- How does music deepen ur understanding of ourselves, promote creative expressions and encourage productive collaboration?
- What inspires and informs the creative

of their creative work?

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	<p>work of musicians?</p> <ul style="list-style-type: none">• How does music help us understand the lives of people of different times, places and cultures?• How does music help preserve personal and cultural insight and values?• How do we judge the quality of musical work(s) and performance(s)?• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	<p>work of musicians?</p> <ul style="list-style-type: none">• How does music help us understand the lives of people of different times, places and cultures?• How does music help preserve personal and cultural insight and values?• How do we judge the quality of musical work(s) and performance(s)?• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	<p>work of musicians?</p> <ul style="list-style-type: none">• How does music help us understand the lives of people of different times, places and cultures?• How does music help preserve personal and cultural insight and values?• How do we judge the quality of musical work(s) and performance(s)?• How do musicians make meaningful connections to creating, performing, and responding?• How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
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