

6th Grade Ensembles: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> National Core Arts Standards - Music: Traditional and Emerging Ensembles - Anchor Standard 7: Perceive and analyze artistic work. - Anchor Standard 8: Interpret intent and meaning in artistic work. - Anchor Standard 9: Apply criteria to evaluate artistic work. - Anchor standard 10: Synthesize and relate knowledge and personal experiences to make art. - Anchor standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Transfer	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians response and perception to musical works is influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS Can we consistently judge the quality of musical work(s) and performance(s)?
	Acquisition	
	<i>Students will know...</i> - that the knowledge of musical language and the technical application of learned skills will lead to the successful interpretation of varied repertoire. - that music expresses human experiences and values. - that music expands understanding of the world, its people, and one's self. - that history and culture influence music	<i>Students will be skilled at...</i> - identifying reasons for performing music based on characteristics found in music and connection to purpose or context. - Identifying how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. - identifying interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when

	• that all music has some value, even if it differs from an individual's musical preferences. • that each music performance is unique. • that music is embedded in the larger culture of their community and the world at large. <u>vocabulary:</u> elements of music, ensemble-specific musical vocabulary, active listening, musical genres, musical context, musical style	appropriate) the setting of the text. • identifying the effect of experience, reaction to, and context on the evaluation of music. • demonstrating how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • demonstrating a connection between music and the other arts, other disciplines, varied contexts and daily life.
Content Area Literacy Standards		21st Century Skills
RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. WHST.6-8.1 Write arguments focused on discipline-specific content. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.		• <i>Works independently and collaboratively</i> • <i>Be active and engaged learners</i> • <i>Make judgments and decisions</i> • <i>Reason effectively</i> • <i>Assess and evaluate information</i> • <i>Solve problems.</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	