ABSTRACT

Students in the Performance Foundations class are introduced to the tools necessary to build preliminary musical and dramatic performance skills. Students define music, explore its origins and cultural significance, and examine musical notation. Listening and speaking skills are emphasized as students assess master performances to determine personal goals for achievement in musical and dramatic presentations. Collaboration with peers and the implementation of technology are emphasized in the production of a culminating performance. Benchmark assessments are employed to track individual student progress.
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<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-5</th>
<th>Days 6-10</th>
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**Essential Question:**
- How can music be defined?
- How can composers use the grand staff?
- In what ways do musicians showcase their talents?

**Content:**
- Rhythm – The Essential Element
- Creating Melody and Harmony
- Advanced Performance

**Skills and Topics:**
- brainstorm the elements of music (e.g., rhythm, harmony, melody)
- demonstrate the application of the elements of music in individual and group performance
- compare and contrast rhythms in diverse musical styles and genres
- apply knowledge of rhythm in performance on handbells
- discuss the impact of American society on the development of culture
- evaluate the need for collaboration and communication in the production of a quality performance
- identify the components of the grand staff
- compare and contrast the grand staff and a mathematical graph
- evaluate the use of the grand staff in the creation of harmony and melody
- synthesize knowledge of rhythm, harmony, and melody in performance on handbells
- employ technology to create original compositions (e.g., GarageBand)
- employ a scoring rubric to evaluate performance
- collaborate to determine the use of self-reflection and critique of performance using a scoring rubric
- assess personal and group performance of a culturally- and historically-diverse repertoire of music
- analyze conducting techniques
- evaluate the need for collaboration and communication in the production of a quality performance
- create group performances of diverse musical compositions for an audience
- employ a scoring rubric to evaluate performance

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, multimedia presentations, create digital copies of stories used at Van Derveer Elementary School, GarageBand, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities

**Formative Assessments:**
- Student participation, self-reflection, improvisations, journal entries, scoring rubric, benchmark assessments

**Summative Assessments:**
- Quizzes, tests, group and individual presentations, benchmark assessments

**Performance Assessments:**
- Group and individual performances, improvisations, dramatizations, multimedia presentations
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| **Interdisciplinary Connections:** | *ELA: RI.6.1-10, W.6.1-10, SL.6  
Science: 5.1.8.D.1-2  
Technology: 8.1.8.A.3  
World Language: 7.1.NM.A.3  
Mathematics: 6.SP.4  
Science: 5.1.8.A.2, 5.1.8.D.1-2  
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World Language: 7.1.NM.A.3  
21st Century Life/Careers: CRP4, CRP 5, CRP8 |

**21st Century Themes:**
- ☒ Global Awareness  ☒ Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy  ☒ Health Literacy

**21st Century Skills:**
- ☒ Creativity and Innovation  ☒ Media Literacy  ☒ Critical Thinking and Problem Solving  ☒ Life and Career Skills
- ☐ Information and Communication Technologies Literacy  ☒ Communication and Collaboration  ☒ Information Literacy

**Resources:**
Sheet music, reference materials, teacher-created materials, authentic performances, recordings, videos

**Careers:** Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

*2016 NJSLS:
- RL: Reading Literature  
- RI: Reading Informational Text  
- W: Writing  
- SL: Speaking and Listening  
- L: Language  
- N: Real Number System  
- A: Algebra  
- F: Functions  
- G: Geometry  
- S: Statistics and Probability  
- MD: Measurement and Data
## Performance Foundations – Grade 6

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<th>Month/Marking Period</th>
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### Essential Question:
- What strategies can performers use to convey a message?
- What is the role physicality in performance?
- How does a performer achieve an integrated master performance?

### Content:
- Basic Dramatic Performance
- Physical/Vocal Performance
- Multidimensional Performance

### Skills and Topics:
- Analyze sample dramatic performances for the use of cultural context, tone, and body language
- Determine the characteristics of a simple dramatic character
- Improvise/dramatize diverse characters of increasing complexity
- Employ a scoring rubric to evaluate personal and peer performance
- Apply assessment of personal performance goals for improvement in a reflective electronic journal entry
- Assess sample performances for physical and vocal acting techniques
- Create multidimensional character(s) employing a variety of physical/vocal acting techniques
- Incorporate movement, tone, music, and improvement goals in dramatizations
- Employ a scoring rubric to evaluate personal and peer performance
- Apply assessment of personal performance goals for improvement in a reflective electronic journal entry
- Define a multidimensional performance
- Incorporate physical and vocal techniques in the creation of a character
- Integrate musical performance with dramatic characterization
- Utilize technology to present performance in a multimedia presentation
- Employ a consolidated scoring rubric (e.g., characterization and musical performance) to assess personal and peer performance
- Reflect on personal performance in an electronic journal entry

### Integration of Technology:
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