ABSTRACT

Students in Grade 6 participate in Writing Through Music as an exploratory class in which they are exposed to specific forms of music, musical artists, and techniques and must demonstrate their research, understanding and critiques in written form aligned to the Common Core Content Standards in Writing.
<table>
<thead>
<tr>
<th>Days in Rotation</th>
<th>Days 1-12</th>
<th>Days 12 - 24</th>
<th>Days 25-36</th>
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**Essential Question:**
- What is True, Good and Beautiful?
- How is Composition Writing?
- How does Script writing relate to narrative writing?

**Content:**
- Descriptive Language and Abstract Ideas
- Composer Writing
- Script Writing and Continuation

**Skills and Topics:**
- **Use descriptive language to create a writing piece about someone that is true, good and beautiful**
- **Think critically to construct understanding of abstract ideas**
- **Apply listening and visual skills to create meaning of abstract ideas**
- **Defend abstract meanings using relevant text, visuals and auditory applications**
- **Students explore the importance of brainstorming to create text and music**
- **Research a composer and construct a well written explanatory piece to illustrate findings**
- **Support ideas, opinions and research with relevant textual evidence**
- **Summarize events, examine character development and assess writing in script form**
- **Students create an alternate ending to written script using writing techniques aligned to Common Core.**
- **Peer review and critique to evaluate written scripts.**

**Integration of Technology:**
- ChromeBooks, WebQuest, Document Cameras, Podcasting, Swivl

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

**Formative Assessments:**
- Written responses, evaluation rubrics, Project Based Assessments, peer evaluation, self evaluations, journal entries, exit surveys

**Summative Assessments:**
- Written responses using holistic scoring rubric, quarterly assessment projects