

Entry 3, Part 1

Unit Overview

Category	Description
Grade Level	This unit is written for 6 th grade students. In the current demographics, 6 th grade is included as an elementary grade.
Content Area	The content area is general music.
Unit Topic	The unit focuses on music in film, including its history and development and effect on the overall mood of the film.
State Standards/Common Core Standards Addressed (written format)	<p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>3. Improvising melodies, variations, and accompaniments.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the arts, and other disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>
How does this unit address state curriculum standards?	This unit address all but the standard of singing. The students will be performing on instruments during their composition unit. During this unit they will compose music by coming up with different sounds and technology opportunities to write a soundtrack. While they will compose the timing and the interaction of the sounds, they will also be improvising as the pitches and rhythms will not be notated. The students will be notating their musical compositions on a timeline that they will then work from in order to line up their composition with the film when it is presented to the class. Students will listen to various soundtracks in order to distinguish musical characteristics. They will be asked to describe the music and its effects both verbally and in written form. The students will evaluate the effectiveness of the music in movie scenes as well as evaluate their peer performances on the compositions. Throughout the unit, the focus on music and it's effect on movies and progression throughout history will give connections and relationships to aspects outside of the musical world.
Identify and connect School Improvement Goals related to this unit	<p>Effective Communicators: The students will be doing a variety of written assignments which will require them to communicate their thoughts and opinions so that the reader can understand them. They will also be sharing these thoughts through verbal communication with peers throughout the unit.</p> <p>Self-Directed Learners: The students will have homework assignments and projects that will require them to stay on task and be able to challenge themselves to do their best work and understand that there are consequences to less than their best effort.</p>

Identify and connect School Improvement Goals related to this unit (continued)	<p>Complex Thinkers: The final project in the class will have the students composing music. In order to conceptualize their ideas and be able to create the project that they have in mind, they need to be able to solve the problems and think outside the box.</p> <p>Quality Producers: Along with the need to be able to conceptualize ideas, students will need to work together to be able to produce the project that they can see in their mind using the resources that are given to them.</p> <p>Collaborative Workers: This unit will include multiple options for group work. Students will be divided in a variety of ways so as to diversify their relationships and put them in different roles of leadership and group workers.</p>
Rationale (why is this unit appropriate?)	<p>Since the students have been in general music for 7 years now, they have a lot of conceptual knowledge of the basics of music such as dynamics, rhythms, tempos and other aspects. What they don't necessarily have a strong grasp on is noticing these in their daily lives. This unit approaches the music that they hear on a regular basis. The current student spends a large portion of their time watching TV shows and movies, all of which contain music that affects their emotions. Therefore, this is something that they are able to relate to and connect all of the concepts that they have learned about in elementary general music to the movies and understand why they are affected and what composers do when writing the scores.</p>

Instructional Unit Objectives

Unit Goal:

Students will learn about the history and development of the film score, including famous influential composers and their major films. They will also understand, recognize, and apply common music techniques used in film scores to enhance the overall character of a scene.

Objective #	Unit Objectives	Level(s) <small>(Bloom's Taxonomy)</small>
1	By the conclusion of the unit, students will be able to match film score composers with their major films.	Knowledge
2	By the conclusion of the unit, students will be able to describe the historical development of the film score from the silent movie to the modern film.	Comprehension
3	By the conclusion of the unit, students will be able to define common musical terms and techniques that may be associated with the construction of a film score.	Comprehension
4	By the conclusion of the unit, students will be able to infer the mood of a film score based on their understanding of musical techniques and instrumentation.	Analysis
5	By the conclusion of the unit, students will be able to construct the basis for a film score, including instrumentation and musical techniques necessary to portray specific moods.	Synthesis