



## Unit Planner: Unit 1: Music for Liturgical and Seasonal Events Music 6

\*Archdiocesan Essential Curriculum / 2021-2022 / Grade 6 / Visual & Performing Arts / Music 6 (BP) / Week 1 - Week 37

### Unit 1: Music for Liturgical and Seasonal Events

Stage 1: Desired Results	
<p><b>General Information</b></p> <p>This is a year long unit because it incorporates all the various religious and secular holidays and celebrations that occur throughout the school year. This unit should be based on the typical events that pertains to your schools' expectations.</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>How is music used for worship throughout the liturgical year?</li> <li>What are the expectations of being a performer?</li> <li>How can music be used to celebrate traditions and holidays?</li> </ul>
<p><b>Enduring Understandings and Knowledge</b></p> <p><b>Students will understand:</b></p> <p>Liturgy:</p> <ul style="list-style-type: none"> <li>identify parts/sequence of the mass</li> <li>knowledge of songs and hymns for worship</li> <li>practice the use of song as a form of worship</li> </ul> <p>Seasonal Activities:</p> <ul style="list-style-type: none"> <li>sharing God given gifts to celebrate and bring joy to traditions and holidays</li> <li>songs and repertoire that are used to celebrate throughout the world.</li> </ul>	<p><b>Skills</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Communicate purpose through musical performance.</li> <li>Demonstrate artistic qualities in performing musical ideas.</li> <li>Understand and demonstrate the process of individual and group public performance.</li> </ul>
<p><b>Connections to Catholic Identity / Other Subjects</b></p> <p><b>Religion - Unit 1: Prayer, Spirituality and Service. Students learn music used in worship for liturgical celebrations as they appear in the calendar throughout the year.</b></p>	<p><b>Vocabulary</b></p> <p>hymn Mass Parts liturgical calendar congregation/audience cantor</p>
<p><b>Standards &amp; Frameworks Addressed</b></p> <p><b>MD: Fine Arts: Music (2017)</b></p> <p><b>MD: Pre-K - 2</b></p>	
<p><b>Presenting</b></p> <p><b>Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.</b></p> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Performers' interest in and knowledge of musical works, understanding their own technical skill, and the context for a performance influence the selection of the repertoire.</li> <li>Analyzing creators' context, and how they manipulate elements of music, provides insight into their intent and informs performance.</li> <li>Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How does understanding the structure and context of musical works inform performance?</li> </ul>	

- **How do performers interpret musical works?**

I:P-2:3: Demonstrate artistic qualities in performing musical ideas.

**Anchor Standard 6 Convey meaning through the presentation of artistic work.**

**Enduring Understanding:**

- **Musicians judge performances based on criteria that vary across time, place, and cultures.**

**Essential Question:**

- **When is a performance judged ready to present?**
- **How do context and the manner in which musical work is presented influence audience response?**

I:P-2:1: Communicate purpose through music performance.

I:P-2:2: Perform appropriately for audience and purpose.

E:P-2:1: Perform varied examples of music with artistic purpose.

E:P-2:2: Communicate effectively with the audience and other performers in music performance. Reflect with the listeners in discussion or other activity appropriate to the context.

E:P-2:3: Discuss readiness of music for public performance, based on experience of time, place, and culture from which the music is chosen.

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