

# Unit 1: An Introduction to Music

Content Area: **English**  
Course(s): **Language and Lyrics**  
Time Period: **September**  
Length: **1 month**  
Status: **Published**

## **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Enduring Understandings:**

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Music is defined by the community and norms of a society.

Various expressions of sound can be considered music.

Rhythm, melody, tempo, and key affect the interpretation of sound.

Music has an impact on both individuals and society.

Music portrays a universal language.

A correlation exists between music and mood.

### **Essential Questions:**

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How is music defined by society?

What determines if a sound is considered music?

How do the elements of music affect the interpretation of sound and the mood it produces?

What impact does music have on individuals and society?

How does music portray a universal language?

What correlation exists between music and mood?

### **Lesson Titles:**

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My Music Make-Up

Music, Explained

The Elements of Music

Evaluating the Elements of Music

What Makes Noise Music?

Music and Mood

Is Music a Language?

## How Does Music Impact Self and Society?

### The Connection Between Feeling and Sound

#### **21st Century Skills and Career Ready Practices:**

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Recommended skills include:

- Collaborative learning
- Critical thinking and problem-solving
- Creativity and innovation
- Information literacy
- Media literacy
- Communication
- Collaborative thinking
- Life and career skills
- Global perspectives

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

#### **Inter-Disciplinary Connections:**

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Recommended inter-disciplinary connections include:

- Visual and Performing Arts
- Sociology
- 20th & 21st-Century History

SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a

	component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

Recommended strategies and activities include:

- Active listening
- Class polls
- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Compare/contrast
- Modeling

### **Modifications**

### **Formative Assessment:**

Recommended formative assessments include:

- Listening logs
- Journaling
- Think, pair, share
- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Compare/contrast
- Modeling
- Visualization of a short video clip or photograph
- Discussions with peers
- Review of application and skills

- Anticipatory Set
- Closure
- Warm-Up

### **Summative Assessment:**

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Recommended summative assessments include:

Individual Google Slide project

Group project and presentation on the elements of music

Unit test on the elements of music and application

- Alternate Assessment
- Benchmark
- Marking Period Assessment

## Resources & Materials:

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Recommended resources and materials include:

Videos:

- [Music, Explained](#)
- [Pitch](#)
- [Melody](#)
- [Harmony](#)
- [Rhythm](#)
- [Tempo](#)
- [Dynamics](#)
- [Timbre](#)
- [Consonance vs. Dissonance](#)
- [Major vs. Minor Chords](#)
- [Everyday Sound in Music](#)
- [Is This Even Music?](#)
- [Transforming Noise into Music](#)
- [John Cage](#)
- [Arnold Schoenberg](#)
- [Legendary Stardust Cowboy](#)
- [Harry Partch](#)
- [The Shaggs](#)

Songs:

- "Treblemakers Finals" from Pitch Perfect
- "Earth, Wind & Fire" by September
- "The Sound of Silence" by Simon & Garfunkel
- "Bury a Friend" by Billie Eilish
- "Rockin' Robin" by Michael Jackson
- "Hurt" by Johnny Cash
- "Flowers" by Miley Cyrus
- "Girls Just Wanna Have Fun" by Cyndi Lauper
- "Girls Just Wanna Have Fun" by Greg Laswell
- Student-selected songs