

Unit 2: Music through the Decades

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

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Enduring Understandings:

Music has evolved throughout the 20th century due to U.S. and Global societal and historical events.

The evolution of sound has impacted music over the course of the 20th century.

Social norms have an impact on the creation and interpretation of music.

Music plays a role in shaping the culture of a decade.

Musical genres emerge from the development of new forms and styles of music over time.

Musical genres are defined and categorized based on style and sound.

Essential Questions:

How has music evolved throughout the 20th century?

How has the evolution of sound impacted music over the course of the 20th century?

What influence do social norms have on the creation and interpretation of music?

What role does music play in shaping the culture of a decade?

How did musical genres emerge from the development of new forms and styles of music over time?

How are musical genres defined and categorized?

Lesson Titles:

Introducing Music of the 20th-Century

1920s: The Birth of the Blues

1930s: Jazz Squares & Big Band Entertainment

1940s: Wartime Tunes

1950s: Rebellion & Rock n' Roll

1950s: The Fear of the American Teenager

1960s: Mainstream vs. Counterculture

1960s: Protest Songs

1970s: Disco & Diversity

1980s: MTV & Music Videos

1980s: Censorship in Music

1990s: Counterculture Goes Mainstream

1990s: Album Art & Sales Pitch

2000s: The Music of the Millenium and Beyond

21st Century Skills and Career Ready Practices:

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:

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
- 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:

Recommended summative assessments include:

Project Playlist exploring genres and decade-specific music

Unit project on song and genre terminology, form, genre, etc.

Group research presentation

Album Art project and presentation

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

Recommended resources and materials include:

Articles:

- [Elvis Newspaper Articles, 1956-1957](#)
- [Gallery Walk: A Time of Contrasts, 1960s](#)
- [Social and Economic Conditions in the 1970s](#)
- ["Pop: The Village People" by John Rockwell June 26, 1979](#)
- [PMRC Censorship Senate Hearings Testimony, 1985](#)

Music Videos:

- ["Video Killed The Radio Star" by The Buggles](#)
- ["Thriller" by Michael Jackson](#)
- ["Take on Me" by A-Ha](#)
- ["Material Girl" by Madonna](#)
- ["We're Not Gonna Take It" by Twisted Sister](#)
- ["Don't Come Around Here No More" by Tom Petty](#)
- ["Girls Just Want to Have Fun" by Cyndi Lauper](#)
- ["Sweet Dreams \(Are Made of This\)" by Eurythmics](#)
- ["Beat It" by Michael Jackson](#)
- ["When Doves Cry" by Prince](#)
- ["Love is a Battlefield" by Pat Benatar](#)
- Student-selected music videos

Videos:

- [A Brief History of 20th-Century Music](#)
- [The Birth of Jazz](#)
- [What is Jazz?](#)
- [Call and response](#)
- [Improvisation](#)
- [Syncopation](#)
- [Scatting](#)
- [Blues, Poetry, and the Harlem Renaissance](#)
- [Is Blues the Mother of all Modern Sound?](#)
- [Elvis Presley on The Ed Sullivan Show](#)
- [Reverend Snow Preaching Against Rock n' Roll](#)
- [The '60s: The Years That Changed America](#)
- [Discussing Disco](#)
- [American Bandstand](#)

- [Saturday Night Fever](#)
- [Soul Train](#)
- [Village People on The Merv Griffin Show](#)
- [President Reagan's Radio Address](#)
- [PMRC Senate Hearings](#)
- [Best Songs of the '90s](#)
- [The Anthology of Rap](#)

Songs:

- "Crossroad Blues" by Robert Johnson
- "Baby, Please Don't Go" by Muddy Waters
- "I'll Be Home For Christmas" by Bing Crosby
- "Don't Sit Under The Apple Tree" by The Andrew Sisters
- "Boogie Woogie Bugle Boy" by The Andrew Sisters
- "I'll Be Seeing You" by Billie Holiday
- "We'll Meet Again" by Vera Lynn
- "Praise the Lord and Pass the Ammunition"
- "The White Cliffs of Dover" by Vera Lynn
- "In A Shanty In Old Shanty Town" by Johnny Long
- "Whole Lotta Shakin Going On" by Jerry Lee Lewis
- "Tutti Frutti" by Little Richard
- "Tutti Frutti" by Pat Boone
- "Put Your Head On My Shoulder" by Paul Anka
- "I'm Not a Juvenile Delinquent" by Frankie Lymon and The Teenagers
- "The Times They Are A-Changin'" by Bob Dylan
- "If I Can Dream" by Elvis Presley
- "War" by Edwin Starr
- "For What It's Worth" by Buffalo Springfield
- "Feel Like I'm Fixin' to Die" by Country Joe & the Fish
- "Say It Loud (I'm Black and I'm Proud)" by James Brown
- "A Change Is Gonna Come" by Sam Cooke
- "Everyday People" by Sly & The Family Stone
- "Come Together" - The Beatles
- "Freedom" by Richie Havens
- "Imagine" by John Lennon
- "Stayin' Alive" by the Bee Gees
- "I Will Survive" by Gloria Gaynor
- "Last Dance" by Donna Summer
- "Disco Inferno" by The Trammps
- "Don't Leave Me This Way" by Thelma Houston
- "Le Freak" by Chic
- "Shake Your Groove Thing" by Peaches & Herb
- "YMCA" by the Village People
- "Got to Be Real" by Cheryl Lynn
- "Boogie Wonderland" by Earth, Wind & Fire
- "Celebration" by Kool & The Gang
- "We're Not Gonna Take It" by Twisted Sister
- "Hit Me Baby (One More Time)" by Britney Spears

- "Smells Like Teen Spirit" by Nirvana
- Additional popular songs from 20th-century music
- Student-selected songs