

Unit 3: Songs & Storytelling

Content Area: **English**
Course(s): **Language and Lyrics**
Time Period: **November**
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:

An author's use of diction, figurative language, tone, mood, symbolism, and theme serves a purpose in both music and literature.

An author's desired effect influences an audience's perception and understanding of a topic or viewpoint.

Multiple interpretations of a text or song demonstrate how each version interprets the source text differently.

Similarities and differences exist in poetry and music to distinguish their shared themes and main ideas.

Poetry and lyrics impact an audience's perception and understanding of a social norm, perspective, or viewpoint.

Songs and poetry develop real or imagined experiences or events by using effective techniques, well-chosen details, and well-structured event sequences.

Essential Questions:

What purpose does an author's use of diction, figurative language, tone, mood, symbolism, and theme serve in both music and literature?

How does an author's desired effect influence an audience's perception and understanding of a topic or viewpoint?

How do multiple interpretations of a text or song demonstrate how each version interprets the source text differently?

What similarities and differences exist in poetry and music that distinguish their shared themes and main ideas?

How do poetry and lyrics impact an audience's perception and understanding of a social norm, perspective, or viewpoint?

How do songs and poetry develop real or imagined experiences or events by using effective techniques, well-chosen details, and well-structured event sequences?

Lesson Titles:

How Does Music Tell A Story?

The Elements of a Story

The Structure of a Song

Song Scavenger Hunt for Figurative Language

Is Poetry Music?

Song Study: Ballads

Song Study: Anthems

Album Study: Concept Albums

Drawing to Music

Film Scores: Horror

Film Scores: Disney Songs

Film Scores: Animated Shorts

The Ethics of Sampling Music

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
- 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
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- Anticipatory Set
 - Closure
 - Warm-Up

Summative Assessment:

Recommended summative assessments include:

- Song study Analysis and Evaluation
- Unit tests on song and poetry terminology, form, genre, etc.
- Sustained writing to melodies and rhythms

- Formal analysis of songs and poems
- Formal presentation

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Resources & Materials:

Recommended resources and materials include:

Videos:

- [“Up” Movie Intro](#)
- [What’s the Most Important Element of a Good Story?](#)
- [The Secret Formula for Writing a Disney Song](#)
- [How Composers Make Music Sound Scary](#)
- [Sampling as a Natural Human Right](#)
- [Copyright Criminals](#)

Songs:

- “Firework” by Katy Perry
- “Slow Dancing in a Burning Room” by John Mayer
- “Uncle Tom’s Cabin” by Warrant
- “Down In The Willow Garden” by The Everly Brothers
- “Billie Jean” by Michael Jackson
- "Papa Don't Preach" by Madonna
- "Where Did You Sleep Last Night" by Nirvana
- “Jolene” by Dolly Parton
- “Before He Cheats” by Carrie Underwood
- "Lover" by Taylor Swift
- "Who Knew" by Pink
- "I'm Gonna Find Another You" by John Mayer
- “Adam’s Song” by Blink-182
- “Fast Car” by Tracy Chapman
- “Piano Man” by Billy Joel
- “Eleanor Rigby” by The Beatles
- "Hurricane" by Bob Dylan
- "Ivy" by Frank Ocean
- "Jack and Diane" by John Mellencamp
- "Good Riddance" by Green Day
- "Landslide" by Fleetwood Mac
- "7 Years" by Lucas Graham
- “Hotel California” by The Eagles

- "House of the Rising Son" by The Animals
- "Squonk" by Genesis
- "No Body, No Crime" by Taylor Swift
- "Enter Sandman" by Metallica
- "We Will Rock You" by Queen
- "Don't Stop Believin'" by Journey
- "Rock and Roll All Nite" by KISS
- "Party Rock Anthem" by LMFAO
- "The Boys Are Back In Town" by Thin Lizzy
- "We R Who We R" - Kesha
- "Roar" by Katy Perry
- "Confident" by Demi Lovato
- "Fighter" by Christina Aguilera
- "Stronger" by Kelly Clarkson
- "Born in the U.S.A" by Bruce Springsteen
- "Ain't That America" by John Mellencamp
- "We're An American Band" by Grand Funk Railroad
- "Sweet Home Alabama" by Lynyrd Skynyrd
- "Party in the U.S.A" by Miley Cyrus
- "So What" by Pink
- "Rebel Yell" by Billy Idol
- "The Anthem" by Good Charlotte
- "Born to be Wild" by Steppenwolf
- "Another Brick in the Wall" by Pink Floyd
- Student-selected songs