

Unit 4: Songs & Society

Content Area: **English**
Course(s): **Language and Lyrics**
Time Period: **December**
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 represents and encourages self-determination and individual agency.

The historical context of race, gender, and sexuality is observed through primary sources and music.

Ongoing inequalities and structural racism are addressed in contemporary music.

Music represents and encourages self-determination, expression, and individualism among various social groups.

Positionality plays a role in understanding historical topics through music.

Music offers multiple perspectives on historical events and the positionality of the musicians.

Music serves as a critical element in changing perceptions and attitudes in society.

Essential Questions:

How does music represent and encourages self-determination and individual agency?

How is the historical context of race, gender, and sexuality observed through primary sources and music?

How are ongoing inequalities and structural racism addressed in contemporary music?

How does music represent and encourages self-determination, expression, and individualism among various social groups?

What role does positionality play in understanding historical topics through music?

In what ways does music offer multiple perspectives on historical events and the positionality of the musicians?

How does music serve as a critical element in changing perceptions and attitudes in society?

Lesson Titles:

Understanding Positionality

Dominant vs. Marginalized Narratives

The Women's Liberation Movement

The Third Wave Feminism Movement

The Civil Rights Movement

The Moon Landing and Afrofuturism

The Gay Liberation Movement

Perspectives of Patriotism

Positionality Playlist

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.
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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:

- Playlist projects exploring unit music
 - Unit tests on song and poetry terminology, form, genre, etc.
 - Sustained writing to melodies and rhythms
 - Formal analysis of entire songs and poems
 - Formal presentation
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- Alternate Assessment
 - Benchmark
 - Marking Period Assessment

Resources & Materials:

Recommended resources and materials include:

Videos:

- [Women's Liberation Movement](#)
- [Anita Hill Senate Hearings](#)
- [Spice Girls Explain "Girl Power"](#)
- [Hip Hop: Salt-N-Pepa](#)
- [Selena Biography](#)
- [The Civil Rights Movement](#)
- [1969 Moon Landing](#)
- [Parliament Funkadelic](#)
- [Afrofuturism](#)
- [The Stonewall Riots](#)
- [The Killing of Georgie](#)
- [Marriage Equality](#)

Songs:

- "I Am Woman" by Emmy Meli
- "Kings & Queens" by Ava Max
- "Acapulco" by Jason Derulo
- "Smokin Out The Window" by Silk Sonic
- "Wanna Be" by the Spice Girls
- "Ain't Nuthin' But A She Thing" by Salt-N-Pepa
- "Bidi Bidi Bom Bom" by Selena
- "Respect" by Aretha Franklin
- "You Don't Own Me" by Lesley Gore
- "These Boots Are Made For Walking" by Nancy Sinatra
- "Sisters Are Doin' It for Themselves" by Eurythmics
- "Just A Girl" by No Doubt
- "Unpretty" by TLC
- "Can't Hold Us Down" by Christina Aguilera ft. Lil' Kim
- "Independent Woman" by Destiny's Child
- "Hard Out Here" by Lily Allen
- "Man! I Feel Like A Woman!" by Shania Twain
- "Run The World (Girls)" by Beyonce
- "The Man" by Taylor Swift
- "Don't Touch My Hair" by Solange ft. Sampha
- "Q.U.E.E.N" by Janelle Monae
- "God Is a Woman" by Ariana Grande
- "Woman" by Kesha
- "We Shall Overcome" by Joan Baez
- "Whitey on the Moon" by Gil-Scott Heron
- "A Change is Gonna Come" by Sam Cooke

- “Mississippi Goddam” by Nina Simone
- “Respect” by Aretha Franklin
- “Message From A Black Man” by The Temptations
- “Woke Up This Morning” performed by John Legend
- “Planet Rock” by Afrika Bambaataa
- “Many Moons” by Janelle Monae
- “Overcome” by Laura Mvula
- “Never Catch Me” by Flying Lotus
- “Saturn” by Stevie Wonder
- “Black Parade” by Beyonce
- “Formation” by Beyonce
- “I Can’t Breath” by H.E.R.
- “Freedom” by Beyonce and Kendrick Lamar
- “White Privilege II” by Macklemore & Ryan Lewis ft. Jamila Woods
- “Chains” by Usher
- “A Lot of Love” by Chris Brown
- “Glory” by Common and John Legend
- “The Killing of Georgie” by Rod Stewart
- “I Want To Break Free” by Queen
- "I'm Coming Out" by Diana Ross
- "Rebel Rebel" by David Bowie
- “True Colors” by Cyndi Lauper
- “Freedom ‘90” by George Michael
- “I Am America” by She Diamond
- “Same Love” by Macklemore, Ryan Lewis, and Mary Lambert
- “Born This Way” by Lady Gaga
- “Beautiful” by Christina Aguilera
- "You Need To Calm Down" by Taylor Swift
- "Brave" by Sara Bareilles
- "LGBT" by Lowell
- Student-selected songs