

Unit 3 - Streaming Music: From then to Now

Content Area: **Fine and Performing Arts**
Course(s): **Music & Media**
Time Period: **October**
Length: **30**
Status: **Published**

Unit Overview:

Streaming music is not only commonplace today but the idea of listening to music has taken on a ubiquitous connotation of listening to music via a streaming service. While this has only been the case about a decade or so, it is important to understand the genesis of the streaming platforms and how owning CDs helped ignite the spark for sharing music digitally over the internet.

Essential Questions:

- How did the record industry manage the file sharing debacle?
- Is there a clear winner in the advent of streaming music?
- What conditions existed to promote music file sharing?

Enduring Understandings:

- Clear winners are difficult to point out, but all parties won something over the duration of the file sharing and streaming war.
- In an effort to get the music they wanted without buying full albums, people start searching the internet for Mp3s of their favorite artists.
- The RIAA attempted to thwart the availability of Mp3s and Mp3 players but were unsuccessful as a result of previous rulings about VHS cassettes and VCRs for recording TV/Film at home. Long-term, they bought into the streaming format as they saw where listeners were headed.

Standards/Indicators/Student Learning Objectives (SLOs):

MU.9-12.1.3B.12acc.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Lesson Titles:

- Apple iTunes and The Age of Streaming Music Services
- Napster and the Rise of Peer-to-Peer (P2P) File Sharing
- Overview of Intellectual Property Law
- Revenue for Artists

- The Great Mp3 Hunt

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Inter-Disciplinary Connections:

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

Equity Considerations

Amistad Mandate

Topic: Listening Journal

Materials Used: Music from various artists and producers; discussions on A-list executives

Addresses the Following Component of the Mandate: Contributions of African Americans to our society.

- Contributions of African Americans to our Society

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bullying

- Holocaust Studies

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Social

Technology Materials and Standards

- Business Wars Podcast
- Google Classroom
- Spotify & Spotify Charts
- Various Popular Music Sites

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Computer Science and Design Thinking Standards

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

Classroom, youtube, spotify

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

Blooms 1-3

Jigsaw

Film Analysis

Small group work

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists

- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check