

Unit 4 - Music for TV, Film, and Video Games

Content Area: **Fine and Performing Arts**
Course(s): **Music & Media**
Time Period: **September**
Length: **10**
Status: **Published**

Unit Overview:

Music has been an integral part of film for over a century, later television, and more recently, video games. This unit will explore the development of music as a soundtrack, or score, from its early days as repurposed "classical" music to a fully-integrated score of original music that continues to excite social media year after year.

Essential Questions:

- How did music's role on screen change with its inclusion in television?
- How has music's use in video games evolved over nearly 50 years?
- What impact has music had on film over its lifespan?

Enduring Understandings:

- Music in video games went from being a simple, 8-bit MIDI score to including music from great composers and artists of their respective times.
- Music ultimately became part of a TV show's identity, whether through use of original music or previously recorded, "canned music."
- Original music for film has become its own genre, often inspiring other artistic media to adopt it for its own use.

Career Readiness, Life Literacies, & Key Skills:

CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
-----------------	---

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:

These lessons will, by default, include discussions on the preeminent composers of their respective

mediums.

- Music for Film
- Music for TV: From Scored Themes to Pop Tunes
- Music for Video Games

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

Holocaust Mandate

Topic: **Listening Journal**

Materials Used: **Music by or about Jewish artists and culture, in tandem with talks about bias, prejudice, and discrimination that can lead to genocide.**

Addresses the Following Component of the Mandate: *From the Section: 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum:*

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- Bias
- Bullying
- Holocaust Studies

Climate Change

Topic: **Addressing Climate Change in the Music Industry**

Materials: The Face: [What's the music industry doing about climate change?](#)

Addresses the Follow Component of the Mandate: *This will help frame the impact of climate change on local and global communities, particularly within the audio industry.*

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:

- Google Classroom.
- Original scores with and without their respective video clips
- Spotify
- YouTube

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

- DOK Levels 1-3 (Recall & Reproduction, Skills & Concepts, Strategic Thinking)

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

Technology Materials and Standards

- 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.