

Unit 5 - Social Media and Music

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

Unit Overview:

While social media and streaming services have been a prevalent part of students' lives, getting to this point can only be appreciated by understanding what success in the music industry looked like in its previous iterations. Students will then explore the impact of social media on the music industry, including platforms like TikTok, Instagram, Twitter, etc.

Essential Questions:

- How can the average person use social media as a tool for music promotion?
- What impact has music had on society and culture?
- What is social media's role in today's music industry?

Enduring Understandings:

- Following the Great Depression, scaled production of vinyl records brought recorded music to the masses for low prices.
- Music is able to express those things which are and are not being discussed in and among societies and cultures.
- Social media can help artists build necessary relationships to succeed and empower their followers to pursue their own artistic paths.

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:

- Brief Overview of Social Media
- Music in Society
- MySpace, YouTube, TikTok, Oh My!
- SoundCloud, Garageband, and More

Career Readiness, Life Literacies, & Key Skills:

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

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

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): **Careers in Audio Production**

Materials Used: SoundGirls: [Life in the Less than 5%](#)

Addresses the Following Component of the Mandate: *This addresses the following: "By expanding the K-12 curriculum to include lessons on the history and contributions of the AAPI community, we can help break down persisting negative stereotypes and show the over [140,000](#) Asian American and Pacific Islander students in our state that their stories and experiences matter."*

- Social

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): **LGBTQ Cultural Influence on the Music Industry**

Materials Used: [LGBTQ Consumers are Trendsetters in the Music Industry](#)

Addresses the Following Component of the Mandate: *This addresses the social and economic pull that LGBTQ music consumers have on the industry and how that influence shapes it for all.*

- Economic
- Social

Resources & Materials:

<https://www.savethemusic.org/blog/how-does-music-affect-society/>

<https://www.mi.edu/in-the-know/social-medias-critical-role-music-industry/>

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

Blooms 1-3

Jigsaw

Film Analysis

Small group work

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

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.