

Strummin' and Drummin' Unit 3: Responding and Connecting

Content Area: **Fine and Performing Arts**
Course(s):
Time Period:
Length: **90 Days**
Status: **Published**

Unit Overview:

In this unit, students will explore music as both a listener and performer, developing the ability to critique and connect to music from a variety of genres, time periods, and cultures. Students will practice active listening by identifying musical elements, evaluating performance qualities, and articulating emotional and cultural connections. To deepen their engagement, students will use bucket drums to accompany selected musical pieces, reinforcing rhythm literacy and creative expression. Drumming will serve as both a physical response to music and a collaborative activity that enhances understanding of musical structure and style.

Essential Questions:

- How can different listeners interpret the same piece of music differently?
- What makes a piece of music meaningful or impactful to a particular culture or individual?
- How does the historical, cultural, or social context of a piece influence the way we listen to and understand it?
- How does music reflect the values, beliefs, or struggles of the time and place in which it was created?
- What criteria can we use to evaluate the quality or effectiveness of a musical performance or composition?
- How can we balance personal taste with objective critique when responding to music?

Enduring Understandings:

- Music is a form of communication that conveys meaning, emotion, and ideas across time and cultures.
- Critical listening involves recognizing and analyzing musical elements and structures to better understand and evaluate a piece.
- Cultural, historical, and social contexts shape how music is created, performed, and interpreted.
- Personal taste influences musical preferences, but thoughtful critique requires applying objective criteria and informed judgment.

- Different interpretations of the same music can reveal new insights and deepen appreciation of the work.

Standards/Indicators/Student Learning Objectives (SLOs):

- MU.K-12.1.3C.12nov.Re7a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 0x
- MU.K-12.1.3C.12nov.Re7b - Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
- MU.K-12.1.3C.12nov.Cn10a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles:

- Responding, Critiquing, and Connecting to Music
- Bucket Drum Accompaniments

Career Readiness, Life Literacies, & Key Skills:

- **CRP.K-12.CRP5.1** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- **CRP.K-12.CRP6.1** Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Inter-Disciplinary Connections:

- **CRP.K-12.CRP6.1** Career-ready individuals regularly think of ideas that solve problems in new and

different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **9-12.HS-PS3-5.2.1** Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.

Equity Considerations

Amistad Mandate

Topic: Contributions of African Americans to Music

Materials Used: *Surdynski Sounds* listening and accompaniment component.

Addresses the Following Component of the Mandate: Students will listen to pieces by Black Americans and will critique, respond, and connect to the music through group discussion.

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: *A Different Drummer: Moshe Sobol*

Materials Used: Article from Mishpacha, Issue 966

Addresses the Following Component of the Mandate: This article explores how bucket drumming influenced

Moshe Sobol, and how Moshe Sobol incorporated bucket drumming in his community.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Daily Listening Lessons

Materials Used: Various Bucket Drumming and Ukulele Performance videos online, particularly from YouTube

Addresses the Following Component of the Mandate: Students will be exposed to the social contributions of persons with disabilities and people from the LGBTQ community in relation to their musical contributions and performances.

- Economic
- Political
- Social

Climate Change

- Buckets and found objects (such as old plastic containers, paint cans, or metal lids) are often repurposed as percussion instruments.
- This teaches students that reuse is a practical form of recycling, reducing demand for new products and keeping materials out of landfills.
- By making music with non-traditional, recycled materials, students experience firsthand how creativity and sustainability can go hand in hand.
- Bucket drumming lowers environmental impact by using materials that would otherwise be discarded.
- Traditional instruments can involve energy-intensive manufacturing and materials like exotic woods or metals.
- Bucket drumming lowers environmental impact by using materials that would otherwise be discarded.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

Students will be asked to provide a written or spoken response at the end of each weekly unit for the responding/connecting activities led in class. Written or spoken responses will reflect how music connects with various cultures and the impact the two have on each other.

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

- Individual and group performances of bucket drumming music learned daily in class as an ensemble
- Participation/Discussion of daily response/connecting music critique

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

Various listening and performance exercises from *Surdynski Sounds* involving different cultures.

Examples: Black History, Women's History, Hispanic Heritage

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

- Classwork
- Critiquing (Self Reflection and Peer Feedback)
- Performing

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

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

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

Technology Materials and Standards

Promethean Board

TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.AP.4 Break down a task into a sequence of steps.

CS.K-2.8.2.2.ETW.2 Identify the natural resources needed to create a product.

CS.K-2.8.2.2.ETW.3 Describe or model the system used for recycling technology.

CS.K-2.8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment.