

Unit 6: Listening Journal/Composers

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Music**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

On a daily basis, students enter the room and immediately copy the song title, composer or performer, and some other important fact from the Smartboard into a form provided for them in their Google Classroom, using their chromebooks. There are times when we will be celebrating different cultures and countries and the students may access the information differently at those times. The teachers then present a verbal introduction and discussion of historical information that is pertinent. Students are often questioned and asked for input during this portion. Following the discussion, the students listen to and/or watch the assigned song. At the conclusion of the music, the class discusses various elements including, but not limited to form, rhythm, texture, dynamics, and tempo. We discuss what these elements are as they apply to the music and why.

Essential Questions

0x AR.K-12.1.1.A What's the difference between a thoughtful and a thoughtless artistic
and B.b judgment?

0x AR.K-12.1.2.A- To what extent does the viewer properly affect and influence the art
D.b and the artist and to what extent is the art for the artist?

0x AR.K-12.1.5.A Does art define culture or does culture define art?
and B.a

How do musicians generate creative ideas?

How do musicians make creative decisions?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

How do we judge the quality of musical work(s) and performance(s)?

How do we discern the musical creators' and performers' expressive intent?

How do musicians make meaningful connections to creating, performing and responding?

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Enduring Understandings

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The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Musicians' creative choices are influenced by their expertise, context and expressive intent.

Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

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Student Learning Objectives (SLOs)

MU.6-8.1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.6-8.1.3A.8.Cr2a	Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.9-12.1.3B.12prof.Pr4a	Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Re9a	Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles

- Celebratory Music of different ethnicity, religions, races, etc.
- Diversity in Music as it affects our society
- Diversity in Music-LGTBQ+ artists
- Diversity in music-race/religion
- Electronic/technology in music
- Music of different Genres
- Social Media artists
- Specific Instruments
- The affects of poverty on music
- The role of gender/sexuality in music
- Traditional instruments/voicings
- Unique/non traditional instruments and voicings
- Western and non-western Music
- Women in Music
- Woodstock
- World Music

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.8.CI	Creativity and Innovation

TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.GCA	<p>Global and Cultural Awareness</p> <p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> <p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p> <p>Multiple solutions often exist to solve a problem.</p>

Inter-Disciplinary Connections

	Integration of Knowledge and Ideas
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Showcase Solo and Ensemble repertoire from AAPI composers and traditions:

Include pieces for traditional instruments like erhu, koto, shakuhachi, gamelan, and others alongside Western orchestral instruments. Explore diverse AAPI genres like Chinese opera, Indian Carnatic music, Korean pansori, or Filipino kundiman.

Topic: AAPI performers and ensembles:

Share recordings or invite live performances by AAPI musicians representing different styles and backgrounds. Discuss their musical contributions and unique artistic expressions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- Asian American Composers Alliance: <https://composers.com/> - A comprehensive resource for information on AAPI composers, featuring a member directory, news, and educational materials.
- National Association of Asian Pacific Island Educators: <https://www.npien.com/> - Offers resources on AAPI culture and history, including music education resources.
- Society of Composers & Lyricists: <https://thescl.com/> - This organization dedicated to composers and lyricists hosts an AAPI Composers Initiative, providing networking and support for AAPI members.
- The Asian Art Archive: <https://aaa.org.hk/> - A digital archive of Asian art and culture, including music resources like recordings and historical documents.
- The Center for Asian American Media: <https://caamedia.org/> - Produces and distributes Asian American media content, including documentaries and music films exploring AAPI composers and traditions.

LGBTQ & Disabilities Mandate

Topic: Diverse composers and performers

Introduce students to music by LGBTQ+ and Disabled musicians, as well as music that depicts diverse stories and experiences.

Topic: Inclusive content and themes

Explore music that addresses social justice issues and promotes empathy and understanding for different communities.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities as well as lesbian, gay, bisexual, and transgender persons, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

The National Endowment for the Arts (NEA): <https://www.arts.gov/> - Provides grants and initiatives supporting diverse artists and cultural programs. Explore their "Arts in Education" and "Creativity and Social Impact" sections for resources and examples.

The Kennedy Center: <https://www.kennedy-center.org/education/> - Offers educational resources and programs highlighting diverse artists and performances. Check out their "Education Resources" and "Arts for Everyone" sections.

The Sphinx Organization: <https://www.sphinxmusic.org/> - Promotes diversity in classical music through education programs and performance opportunities. Explore their "Emerging Artists" and "Education & Community Engagement" sections.

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Students will learn the pivotal roles African American jazz musicians played in creating American music and how the art of syncopation, improvisation, scat singing, and the blues influence the music they listen to today.

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

- Students will reach upper levels of Bloom's Taxonomy as they analyze and evaluate a wide variety of musical selections.

ELL Modifications

- Create alternate rubrics for assessments
- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction provided in both English and their native language
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use visuals

IEP & 504 Modifications

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use flashcards
- Use graphic organizers
- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction
- Use visuals

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage students to make transformations- use a common task or item in a different way.
- Higher level discussion questions
- Listening Journal responses related to higher levels of Bloom's Taxonomy
- Student led/directed discussions

At Risk Modifications

- Testing modifications
- Create alternate rubrics for assessments
- Non verbal redirection of behaviors
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study Guides
- Use flashcards
- Use graphic organizers
- Use of AE time
- Use of Quizlet, musictechteacher.com, and kahoot as well as other online resources with instruction

- Use visuals

Formative Assessment

- Thumbs up/down are used on a daily basis to determine the level of understanding of the music elements in each musical selection in which the students listen.

Summative Assessment

- Listening Journals are submitted every Friday in the Google Classroom.

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments:

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Chromebooks

- Google Classroom
- Google Forms
- Google Slides
- On this date in music
- Promethean Board
- QR codes
- YouTube

Technology

- Chromebook
- Google Classroom
- Google Slides
- Promethean Board
- QR Codes
- Search engines
- YouTube