Unit 2: Listening/Music History

Content Area: **Fine and Performing Arts**
Course(s): **English I, 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

- Ho do musicians make creative decisions?

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

- How do musicians generate creative ideas?

- How do musicians improve the quality of their creative work?

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

- How do performers select repertoire?

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

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

Enduring Understandings

- 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.

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

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating performing and responding to music?

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

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

- 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.

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

- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Re8	Applying criteria to evaluate products.
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Lesson Titles

- Celebratory Music of different ethnicity, religions, races, etc.
- Diversity in Music as it affects our society
- Diversity in Music-LGBTQ+ 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

TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	The mode of information can convey a message to consumers or an audience.

Inter-Disciplinary Connections

LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.

Equity Considerations

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.

Students will learn the influence LGBTQ+ and Disabled musicians had on the rock and roll music genre.

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.

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.

Climate Change

Holocaust Mandate

Amistad Mandate

Students will learn the influence jazz music had on American rock and roll music.

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

- Be flexible with time frames and deadlines

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience

- Establish a framework allowing ELL students to understand and assimilate new ideas and information

- Focus on domain specific vocabulary and keywords

- Offer alternate/or modify assessments

- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

- Repeat, reword, clarify

- Tap prior knowledge

- Use graphic organizer

- Utilize explicit learning strategies that are well planned in advance

IEP & 504 Modifications

- Create alternate rubrics for assessments

- Direct teaching and/or assistance for organization, social skills/peer interactions

- Monitoring student moods/behavior fluctuation patterns to report to casemanager

- Non-verbal redirection of behaviors

- Offer alternate/modify assignments and assessments where possible

- Providing students with content vocabulary prior to teaching a lesson including that vocabulary

- Read aloud assessments

- Repeat, reword, clarify

- Speaking to students privately when redirecting behaviors

- Use graphic organizers

- Use visuals

G & T Modifications

- Argumentation and debate

- 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

- Employ differentiated curriculum to keep interest high.

- 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.

- Inquiry based learning

- Invite students to explore different points of view on a topic of study and compare the two.

- Student led/directed discussions

At Risk Modifications

- AE help

- Modeling

- More resources/supports

- Non-verbal redirection of behaviors

- Providing students with content vocabulary prior to teaching a lesson including that vocabulary

- Review, restate, reword directions

- Slower pacing of materials

- Speaking to students privately when redirecting behaviors

- Visuals

Formative Assessment

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

- Discussion

- Thumbs up/down

Summative Assessment

Listening Journals are submitted every Friday in the Google Classroom.

- Weekly (sometimes daily) submission of Listening Journal Google forms and Documents.

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessment

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Google Slides
- Internet research/search engine sites
- YouTube

Technology

- Chromebook
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Promethean Board
- YouTube

TECH.8.1.8	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.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.