

**American Popular Music
Grade 8
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

This course is designed to take students on a pop music journey over the past 120 years. Students will review historic eras in modern US history and the music that went along with it. They will understand how music helped show the emotions of people during these times starting in the 1920s and ending with events and music of today.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:

<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:

<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In the American Popular Music classes, students read and analyze lyrics of songs and poems which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to understand musical form and rhythms. Additionally, classes relate to social studies through the study of the Musical History and American History throughout the eras of the 20th and 21st centuries. Finally, music classes connect to science through the exploration of technological advances and their effects on music and culture during the 20th and 21st centuries.

IV. Pacing Guide

4 Weeks	Unit 1: 1900-1919
4 Weeks	Unit 2: 1920's Anything Goes -The Jazz Age
4 Weeks	Unit 3: 1929-1939- The Great Depression Era
4 Weeks	Unit 4: World War II (1939-1945)
4 Weeks	Unit 5: 1945-1959- The Rise of the American Teenager
4 Weeks	Unit 6: 1960-1969- The Decade of Turbulence
4 Weeks	Unit 7: 1970-1970-Lose Yourself in the Music
4 Weeks	Unit 8: 1980-1989- A New Wave is Coming
4 Weeks	Unit 9: 1990-1999- The Information Age
4 Weeks	Unit 10: 2000-today- Looking Ahead

V. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials
<p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak 			

<ul style="list-style-type: none"> • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate
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VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

E-Books:

Grout, Donald J. Palisca, Claude V. History of Western Music
Edition 5 Worton, W.W. & Company, Inc. 1996

Charlton, Katherine. Rock Music Styles: A History 7th Edition
McGraw Hill Publishing Company 2015

Internet Sources:

*Anderson, Kurt. Best Decade Ever? The 1990's, Obviously
P SR6 Feb. 6, 2015 Web 16 August 2017 Newyorktimes.com

Bernstein, Jared. The Current U.S. Economy: Text and Subtext

June 17, 2013 Web. 18 August 2017 Newyorktimes.com

(c) Considering the Future of Rock and Roll 18, August 2017 Web.

(a) Divergent Paths in the 90's: Gansta Rap and Concious Rap
Web. 18, August 2017 Teachrock.org

(b) Fragmentation: Introducing New Wave 18 August 2017 Web.
Teachrock.org

Herzog, Kenny 24 Innovations That Changed Music March 17, 2014
Web. 18 August 2017 www.rollingstone.com

Shawn, Fremstad. Poverty Bytes Sept. 13, 2013 Web. 18 August 2017
CEPR.net (Center for Economic and Policy Research)

Music Technology in the 90's Web. 17 August 2017 wordpress.com
<http://ezinearticles.com/?How-Technology-Influenced-the-songs-of-the-90s&id=6167611>

Heussner, Ki Mae The Ten Top Innovations of the Decade
Dec. 1, 2009 Web. 18 August, 2017 abcnews.go.com

Into The Classroom: Tapping The Roots of American Music:
A Teacher's Guide The Ginger Group 2001 Web 18 August 2017
Pbs.org PBS%20-%American%20Roots%20Music

Ducksters.com

Prezi.com

Video Sources

America In the Early 20th Century: 1914-1918 Produced by McGraw Hill Tex-Films in collaboration with Project 7 Productions Dec.18, 2013 Web. youtube.com

America In the Early 20th Century: Roaring 20's Dec. 28, 2013 Produced by Mc Graw Hill Tex-Films in collaboration with Project 7 Productions Web. youtube.com

America in the Early 20th Century: 1920-1929: From Boom to Dust
Dec. 2013 American Broadcasting company Web. youtube.com

The Century: America's Time -1929-1936: Stormy Weather Dec. 2013 American Broadcasting Company
Web.Thecentury.com

The Century: America's Time -1936-1941: Over the Edge Dec. 29, 2013 Web. Thecentury.com

The Century: America's Time-1941-1945: Civilians At War Dec. 29, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time- 1941-1945: Homefront Dec. 29, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time-1946-1952: Best Years Dec. 29, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time-1953-1960: Happy Daze Dec. 29, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time-1960-1964: Poisoned Dreams Dec. 29, 2013 American Broadcasting company
Web. thecentury.com

The Century: America's Time-1965-1970: Unpinned Dec. 29, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time-1971-1975: Approaching the Apocalypse
Jan. 5, 2014 American Broadcasting Company Web. thecentury.com

The Century: America's Time-1976-1980: Starting Over Jan. 5, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time-1980-1989: A New world Jan. 5, 2013
American Broadcasting Company Web. thecentury.com

The Century: America's Time- The 90's and Beyond: Then and Now
American Broadcasting Company Web. thecentury.com

MusicFirst Educational Software Suite

Unit #: 1

Overview: 1900-1919

Essential Questions:

- How do musicians generate creative ideas?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Connect the cause/and effects leading up to World War I
- Use a Listening Template to analyze what they are hearing: "Listening Musically."
- Use a timeline to understand the historical context within which each music genre to be studied is created/developed
- Understand genres to be studied as a performance.
- Understand genres to be studied in its cultural context
- Understand genres to be studied in its visual context
- Investigate how new technologies propelled these genres forward
- Understand/analyze the "groove" and its implications in Jazz
- Differentiate syncopated vs. non syncopated rhythms
- Compare/contrast music styles
- Identify sectional and composite forms
- Distinguish tone colors
- Gain an understanding of how, where and by whom jazz originated and jazz is America's music
- The role of each instrument in jazz
- Analyze harmonic styles
- Connect a song's expression to its volume, words and music
- Understand the role of musical theatre and the music hall during this time

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. American Emergence as World Power
 2. Defence Alliances
 3. Nationalism
 4. Imperialism

- Societal Significance and Influences on Music for the timeframe
 1. Emergence of Middle Class
 2. Women's Suffrage
 3. Civil Rights
 4. Immigration
- Economic Significance and Influences on Music for the timeframe
 1. Industrial Revolution
 2. Immigration and Employment
 3. Prosperity
 4. Poverty
 5. Inflation
- Technological Significance and Influences on Music for the timeframe
 1. Victorla
 2. Printing Press
 3. Radio
- Musical Styles of the Era
 1. Ragtime
 2. Jazz
 3. Dixieland
 4. Stride Piano
 5. Spirituals
 6. Gospel
 7. Tin Pan Alley/ Musical Theater
- Leading Musicians of the Era
 1. Buddy Bolden
 2. James P. Johnson
 3. WC Handy
 4. George M. Cohan

Suggested Experiences:

- Focus on music elements to determine music style
- Listen to songs, identify and describe the form
- Differentiate syncopation vs. non syncopation (Bump Up Tomato song/game)
- Play major and minor scale on keyboard
- Compare/contrast major and blues scale
- Improvise "round robin" on C Major blues scale
- Have students learn chord pattern for blues progression
- Experiment through playing instruments and singing various dynamic changes
- Listen to songs of period studied, identify dynamic changes
- View footage of actual performers (based on availability) via youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Study, discussion, and listening to the music of Early America as a precursor to the 20th Century

Study of Ragtime, Gospel, Spirituals, and Early Jazz

Musical influences from Africa and the Caribbean

African American musicians of the Era and their influence

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 2

Overview: 1920's: Anything Goes- The Jazz Age

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Examine the Harlem Renaissance and its impact on American Society
- Continue to examine jazz and its continuing evolution during this time
- Recognize music from 1920
- Compare/contrast music from 1920 to today's music
- Analyze music/songs and poems from this time period
- Evaluate music performances
- Examine pitch bending as a compositional device
- Understand and analyze the "groove" in selections heard
- Develop a logical argument for the impact of music on dance of the time

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Race Relations
 2. Returning of Troops
 3. Segregation
 4. Civil Rights
 5. The Great Migration
 6. Prohibition- 18th Amendment
 7. Womens Right to Vote- 19th Amendment

8. Harlem Renaissance
- Societal Significance and Influences on Music for the timeframe
 1. Changing Role of Women
 2. Consumerism and Materialism
 3. Jazz Age
 4. Bridging of Race
- Economic Significance and Influences on Music for the timeframe
 1. Industrial Growth
- Technological Significance and Influences on Music for the timeframe
 1. Cars
 2. Radios
 3. Refrigerators
 4. Telephones
 5. Cinema
- Musical Styles of the Era
 1. Big Bands
 2. Jazz
 3. Swing
 4. Broadway Boom
 5. Music of the Harlem Renaissance
- Leading Musicians of the Era
 1. Louis Armstrong
 2. Paul Whiteman
 3. Duke Ellington

Suggested Experiences:

- Play various notes and rhythm patterns classroom instrument to identify duration
- Create polyrhythms
- Create and perform jazz rhythms
- Alter pitch in singing and/or playing
- Discuss how instruments can be used to set a mood
- Have students identify vocal and music styles
- Identify vocal tone colors of groups and individuals
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Study and discussion of The Harlem Renaissance

Study and discussion of Jazz

Discussion of the roots of the Civil Right Movement

African American musicians of the Era and their influence

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 3

Overview: 1929-1939 The Great Depression Period

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Understand the far-reaching devastation The Great Depression had in America and how it shaped the music of this time
- Examine manipulation of pitch as a compositional device
- Analyze race music: jazz, blues and gospel
- Connect the similarities (musically and culturally) between blues and gospel music
- Compare/contrast blues and gospel music.
- Analyze hillbilly music
- Analyze the continuing evolution of jazz during this time
- Jazz: The swing era
- Analyze chord patterns and progressions
- Investigate songs of the Depression Period
- Examine the rise of radio and the fall of record sells and its effect on musicians

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Stock Market Crash
 2. Excessively high tariffs
 3. International Trade
 4. Bank Failures
 5. No Government Regulation
 6. Rural Devastation
 7. Relief, Recovery, Reform

8. The New Deal
- Societal Significance and Influences on Music for the timeframe
 1. High Unemployment
 2. 1932- 330,000+ children could not attend school
 3. 40% of those ob Government relief were children
 4. Women become The Backbone of The Great Depression
 5. Soup Kitchens
 6. Hoovervilles
- Economic Significance and Influences on Music for the timeframe
 1. Business Failure
 2. Farmers Income at all time low level
 3. 25% of banks failed
 4. Unpaid Debts
- Technological Significance and Influences on Music for the timeframe
 1. Car Radios
 2. Supermarket
 3. Laundomat
 4. Board Game- Monopoly
 5. Automatic Copier
- Musical Styles of the Era
 1. Jazz
 2. Gospel
 3. Hillbilly- early Country Blues
 4. Folk Music
- Leading Musicians of the Era
 1. Robert Johnson
 2. Tommy Dorsey
 3. Mahalia Jackson
 4. Fiddlin John Carson
 5. The Carter Family
 6. Woody Guthrie

Suggested Experiences:

- Create Blues lyrics
- Alter pitch via singing
- Singing alone and with others
- Call and response playing and singing
- Compare tone colors within each genre of music
- Discuss how instruments used can set a mood
- Experiment with individual voices through speaking and singing
- Have students identify different vocal styles through listening
- Create short riffs
- Demonstrate on the keyboard and singing major and minor chords
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Study of Blues and Gospel Music Styles

African American musicians of the Era and their influence

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 4

Overview: World War II (1939-1945)

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Continue to examine Big band music of this time
- Understand the connection between World War II and the "downsizing" of Big Bands
- Investigate the increase of vocal-based recordings and solo vocal performers during this time
- Develop a logical argument based on writing prompt which supports above investigations
- Investigate the increasing popularity of African-American and folk based genres
- Compare/contrast Jazz: 1920 vs. 1940
- Analyze recordings/performances viewed from primary source materials
- Make connections between the smaller ensembles and the prelude(s) to Rock and Roll

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Treaty of Versailles
 2. Japanese Expansion
 3. Fascism
 4. Rise of Nazism
 5. Appeasement
 6. The Great Depression
 7. Attack on Pearl Harbor
- Societal Significance and Influences on Music for the timeframe
 1. Women and Non-whites in work force
 2. Civil Rights Movement
 3. African Americans were created equal on the battlefield
 4. Jim Crow laws

5. Baby boom
 6. Interment in America
 7. "Enemies" in the home front
- Economic Significance and Influences on Music for the timeframe
 1. End of Great Depression
 2. Military to civilian production transition
 3. Farming
 4. Education
 5. End of rationing
 - Technological Significance and Influences on Music for the timeframe
 1. Improvements to Radio
 2. Recording industry
 3. Cinema
 4. Television
 - Musical Styles of the Era
 1. Jazz
 2. R&B
 3. Country
 4. Swing
 - Leading Musicians of the Era
 1. Frank Sinatra
 2. Nat King Cole
 3. Johnny Burnette

Suggested Experiences:

- Sing alone and with others
- Sing songs in 2-part, 3 part
- Have students clap and tap study beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Discussion of Civil Right Movement, Jim Crow Laws, African Americans on the Battlefield
 African American musicians of the Era and their influence

Topics that address the Holocaust Commission Mandate...

Discussion of World War II and its effects on Music and Culture

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence
 Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 5

Overview: 1945-1959: Rise of the Teenager

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Examine how Rock and Roll became a form of self-expression and identity for the youth of this time period
- Compare/contrast "cover records"
- Engage in collaborative group discussions where students will build on each other's ideas and express their own opinions
- Interpret and discuss the meaning of primary source materials from this decade
- Analyze recordings/performances viewed from primary source materials
- Connect how the "American Dream" was exemplified in the lives of Elvis Presley and Johnny Cash

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. McCarthyism
 2. Korean War
 3. 22nd Amendment
 4. Brown vs. Board of Ed
 5. Civil Right Act 1957
 6. Space race
 7. US and Soviet Tensions
 8. Civil Rights
 9. Rosa Parks
 10. Martin Luther King Jr
 11. Malcolm X
 12. Cuban Revolution

- Societal Significance and Influences on Music for the timeframe
 1. Segregation
 2. Desegregation
 3. Censorship
 4. Television
- Economic Significance and Influences on Music for the timeframe
 1. Consumerism
 2. Credit Cards
 3. Borrowing
- Technological Significance and Influences on Music for the timeframe
 1. First LIVE Transcontinental TV Broadcast
 2. Sampling
 3. Transistor radio
- Musical Styles of the Era
 1. Rock and Roll
 2. R&B
 3. Jazz
 4. Country
 5. Blues
 6. Folk
- Leading Musicians of the Era
 1. Bill Haley and the Comets
 2. Elvis Presley
 3. Chuck Berry
 4. Bo Diddley
 5. Fats Domino
 6. Little Richard
 7. Miles Davis
 8. Charlie Parker
 9. Dizzy Gillespie
 10. Ray Charles
 11. Patsy Cline

Suggested Experiences:

- Have students clap and tap steady beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style
- Create chord structures based on I IV V chords- 3 chord charts
- Create Blues Chord Progressions

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 6

Overview: 1960-1969: The Decade of Turbulence

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Examine how the music of the 60's became the a form of self expression, identity, and the voice of America's youth
- Develop interpretive skills by analyzing song lyrics
- Identify connections between artistic expression and the broader social and political context in which that expression occurs.
- Analyze recordings/performances viewed from primary source materials
- Interpret and discuss the meaning of primary source materials from this decade
- Compare/contrast tone colors of the styles represented
- Analyze the evolution of styles of the genres to be discussed

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Civil Right Movement
 2. Vietnam War
 3. JFK
 4. Bay of Pigs
 5. John Glen orbits the Earth
 6. Man Walks on Moon
 7. JKK, MLK, Malcolm X assassinations
- Societal Significance and Influences on Music for the timeframe
 1. Civil Disobedience
 2. British Invasion
 3. Woodstock

- Economic Significance and Influences on Music for the timeframe
 1. Increased Industry
 2. Decrease in Unemployment
 3. Credit Crunch 1966
- Technological Significance and Influences on Music for the timeframe
 1. Full Color TV
 2. Synthesizers
 3. Audio Cassette
- Musical Styles of the Era
 1. British Pop
 2. Folk
 3. Rock
 4. R&B
 5. Motown
 6. Soul
 7. Country
 8. Jazz
- Leading Musicians of the Era
 1. The Beatles
 2. The Rolling Stones
 3. Robert Johnson
 4. Muddy Waters
 5. Eric Clapton
 6. Led Zeppelin
 7. The Who
 8. Pink Floyd
 9. Woody Guthrie
 10. Pete Seeger
 11. Bob Dylan
 12. Jimi Hendrix
 13. The Doors
 14. The Beach Boys
 15. Janis Joplin
 16. Chubby Checker
 17. The Supremes
 18. The Temptations
 19. The Four Tops
 20. James Brown
 21. Johnny Cash
 22. Ray Charles

Suggested Experiences:

- Have students clap and tap steady beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style
- Create chord structures based on I IV V chords- 3 chord charts
- Sing alone and with others
- Have students identify different vocal forms through listening
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll, Soul, Motown Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 7

Overview: 1970-1979: Lose Yourself In Music (and Dance)

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Examine the prominence of disco as a social force in the late 70's
- Assess the importance of a cultural form in a specific context
- Analyze disco as a music genre
- Examine disco's connection to R&B and funk
- Understand and analyze the "groove" in sections heard
- Engage in collaborative group discussions where students will build on each other's ideas and express their own opinions
- Discuss the backlash against disco among rock and roll fans
- Discuss the "dance of disco" and have students create a "Soul Train" line
- Analyze recordings/performances viewed from primary source materials
- Evaluate primary sources and make connections between these sources

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Voting Age raised
 2. Watergate
 3. Arab Oil Embargo
 4. End of Vietnam War
 5. Death of Elvis Presley
 6. Iran Hostage Crisis
- Societal Significance and Influences on Music for the timeframe
 1. Civil Rights

2. Independence of Women
3. Star Wars Released
- Economic Significance and Influences on Music for the timeframe
 1. Oil Crisis
 2. Unemployment/ Inflation
 3. Recession
- Technological Significance and Influences on Music for the timeframe
 1. Floppy Disc
 2. VCR
 3. Atari 2600
 4. Walkman
- Musical Styles of the Era
 1. R&B
 2. Funk
 3. Disco
 4. Rock and Roll
- Leading Musicians of the Era
 1. Led Zeppelin
 2. Queen
 3. Van Halen
 4. Aerosmith
 5. Kiss
 6. The Eagles
 7. Bob Dylan
 8. Frank Zappa
 9. Blood, Sweat and Tears
 10. Eric Clapton
 11. ZZ Top
 12. Jackson 5
 13. Barry Manilow
 14. Tom Jones
 15. Donna Summer
 16. Dionne Warwick
 17. Billy Joel
 18. Chicago
 19. Paul Simon
 20. James Brown
 21. Earth, Wind and Fire
 22. Stevie Wonder
 23. Willie Nelson
 24. Waylon Jennings
 25. Dolly Parton

Suggested Experiences:

- Have students clap and tap study beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style
- Create chord structures based on I IV V chords- 3 chord charts
- Sing alone and with others
- Have students identify different vocal forms through listening
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 8

Overview: 1980-1989: A New Wave Is Coming

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Know the importance of Punk Rock as a movement that drastically changed the culture of popular music, clearing the way for New Wave
- The role of groups such as the Ramones and the Patti Smith group in carrying Punk's energy and ideas to the artists of New Wave
- Extrapolate arguments about music by assessing sound, mood, tone, instrumentation
- Draw connections among various print, audio, and visual texts
- Compare and contrast texts, arguments and ideas

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. John Lennon assassinated
 2. Space Shuttle launches
 3. Sandra Day O'Connor first female Supreme Court Justice
 4. Fall of Berlin Wall
- Societal Significance and Influences on Music for the timeframe
 1. Olympic Boycotts
 2. MTV Signs On
 3. War on Drugs
 4. The Simpsons Debuts
 5. Geraldine Ferraro- first female presidential candidate
 6. Jessie Jackson- first Black presidential candidate

- Economic Significance and Influences on Music for the timeframe
 1. Recession
 2. Crop prices drop
 3. Soaring Interest rates
 4. Reganomics
 5. Tax Cuts
- Technological Significance and Influences on Music for the timeframe
 1. CDS
 2. Midi
 3. Digital Synthesizers
 4. Digital Audio for Home Computers
- Musical Styles of the Era
 1. Pop
 2. Rock
 3. R&B
 4. Hip Hop
 5. Electronic Music
 6. Country
- Leading Musicians of the Era
 1. Michael Jackson
 2. Whitney Houston
 3. Prince
 4. Madonna
 5. Tina Turner
 6. Lionel Richie
 7. Cyndi Lauper
 8. Paul McCartney
 9. Bruce Springsteen
 10. Billy Joel
 11. US
 12. The Police
 13. Phil Collins
 14. Bon Jovi
 15. Guns n' Roses
 16. Nirvana
 17. Nine Inch Nails
 18. REM
 19. Tracy Chapman
 20. Sade
 21. Luther Vandross
 22. DJ Kool Herc
 23. Melle Mel
 24. Grandmaster Flash and the Furious Five
 25. Sugarhill Gang
 26. Fat Boys
 27. Run DMC
 28. Beastie Boys
 29. LL Cool J
 30. Kid N Play
 31. Ice T

Suggested Experiences:

- Have students clap and tap study beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style

- Create chord structures based on I IV V chords- 3 chord charts
- Sing alone and with others
- Have students identify different vocal forms through listening
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Unit #: 9

Overview: 1990-1999: The Information Age

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Know the definitions of the two Hip Hop subgenres known as "Gangsta Rap" and "Conscious Hip Hop"
- The ways in which both subgenres reflected social and political conditions of the 90's, particularly escalating tensions and the prevalence of crime in the inner-city neighborhoods
- Evaluate the similarities and differences between Gangsta Rap and Conscious Hip Hop
- Analyze visual imagery in music videos
- Identify connections between musical movements and the social and political conditions from which that music emerged
- Students will work cooperatively in groups to formulate and defend an argument by taking a position on whether not Gangsta Rap should be played on a radio station
- Students will review multiple texts, photographs and videos to answer guided discussion questions and build understandings

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. First Gulf War
 2. Hubble Telescope
 3. End of Cold War
 4. WTC Bombing
 5. Columbine
 6. Y2K
- Societal Significance and Influences on Music for the timeframe
 1. World Wide Web
 2. LA Riots

- Economic Significance and Influences on Music for the timeframe
 1. 1.7 Million Jobs added to workforce
 2. Dropping Unemployment
 3. Median Home Income up 10%
- Technological Significance and Influences on Music for the timeframe
 1. World Wide Web and internet protocols created
 2. Pentium processors and Chip improve computer speed
 3. Web Browsers created
 4. Digital Cameras
 5. DVDs
- Musical Styles of the Era
 1. Rock
 2. Pop
 3. Contemporary R&B
 4. Hip Hop
 5. Country
 6. Grunge
- Leading Musicians of the Era
 1. Nirvana
 2. Pearl Jam
 3. Red Hot Chili Peppers
 4. Foo Fighters
 5. No Doubt
 6. Rage Against the Machine
 7. Kurt Cobain
 8. Dave Grohl
 9. Green Day
 10. Blink-182
 11. Metallica
 12. Anthrax
 13. Alanis Morissette
 14. Norah Jones
 15. Sarah McLachlan
 16. Bon Jovi
 17. Michael Jackson
 18. The Spice Girls
 19. Boy Bands
 20. Britney Spears
 21. Christina Aguilera
 22. Mariah Carey
 23. Whitney Houston
 24. Mary J Blige
 25. Boyz II Men
 26. Aaliyah
 27. Janet Jackson
 28. Missy Elliott
 29. Lauryn Hill
 30. Dr. Dre
 31. Queen Latifah
 32. Salt n Pepa
 33. Lil' Kim
 34. Outkast
 35. Lil Wayne
 36. Garth Brooks
 37. Trisha Yearwood

Suggested Experiences:

- Play various notes and rhythm patterns classroom instruments to identify duration
- Convert lyric rhythmic patterns into notation
- Create and perform Rap lyrics
- Discuss how instruments can be used to set a mood
- Have students identify vocal and music styles
- Identify vocal tone colors of groups and individuals
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

Overview: 2000-Today: Looking Ahead

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- 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 musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding:

- 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.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Know the importance of Rock and Roll as a particularly democratic art form
- Know the idea of "folk art" and its meaning in contemporary life
- Know the Watts Towers and their symbolic value to the early 21st century creativity
- Write creatively for personal and/or small group expression
- Compare/contrast texts, arguments and ideas
- Examine a film and analyze its point of view

Students will know:

- Historical Significance and Influences on Music for the timeframe
 1. Election of 2000- hanging Chade
 2. 9-11 Attacks
 3. Operation Enduring Freedom
 4. Space Shuttle Columbia Disaster
 5. Barack Obama Elected president
 6. End of Space Shuttle Program
 7. Civil unrest
 8. Covid 19 pandemic
- Societal Significance and Influences on Music for the timeframe
 1. No Child Left behind
 2. Hurricane Katrina
 3. Civil Unrest
 4. Covid 19 pandemic

- Economic Significance and Influences on Music for the timeframe
 1. Declining growth
- Technological Significance and Influences on Music for the timeframe
 1. Auto Tune
 2. iPod
 3. GarageBand
 4. SoundCloud
- Musical Styles of the Era
 1. Rock
 2. Pop
 3. Contemporary R&B
 4. Adult Contemporary
 5. Country
 6. Jazz
 7. Reggae
 8. Hip Hop
- Leading Musicians of the Era
 1. NSync
 2. Beyonce
 3. Usher
 4. Rihanna
 5. Eminem
 6. TI
 7. 50 Cent
 8. Kanye West
 9. Snoop Dogg
 10. Ludacris
 11. Soulja Boy
 12. T-Pain
 13. Blink-182
 14. Kelly Clarkson
 15. 3 Doors Down
 16. Linkin Park
 17. Panic at the Disco
 18. Modest Mouse
 19. Lady Gaga
 20. Katy Perry
 21. Amy Winehouse
 22. Pink
 23. Jennifer Lopez
 24. Justin Timberlake
 25. Coldplay
 26. Daughtry
 27. Sara Bareilles
 28. Alicia Keys
 29. Destiny's Child
 30. Carrie Underwood
 31. Shania Twain
 32. Adele
 33. Justin Bieber
 34. Selena Gomez
 35. Bruno Mars
 36. Nicki Minaj
 37. Twenty One Pilots
 38. American Authors
 39. Imagine Dragons
 40. Jay Z
 41. Wiz Khalifa

42. Sean Combs

43. Taylor Swift

Suggested Experiences:

- Have students clap and tap study beat, off beat, and feel rests
- Compare tone colors within each genre of music
- Have students identify vocal tone colors of groups and individuals
- Review forms through listening
- Focus on music elements to determine music style
- Sing alone and with others
- Have students identify different vocal forms through listening
- View footage of actual performers (based on availability) via Youtube

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Civil Rights Movement

African American musicians of the Era and their influence

Blues, Jazz, R&B, Rock and Roll Musical Styles

Topics that address the LGBTQ Mandate...

Musicians of the Era and their influence

Discussion of LGBTQ Community and influences on music and Culture

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and performers from diverse backgrounds during the investigative portion of the creative process

American Pop Music- Grade 8

Content Area: **Performing Arts**
Course(s): **General Music 6-8**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Fine and Performing Arts

MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.
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.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.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.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.Cr2	Organizing and developing ideas.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
MU.6-8.1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
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.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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.Re8	Applying criteria to evaluate products.
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.Re7	Perceiving and analyzing products.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
MU.6-8.1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.6-8.1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
MU.6-8.1.3A.8.Pr6	Conveying meaning through art.
MU.6-8.1.3A.8.Cr1	Generating and conceptualizing ideas.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Re9	Interpreting intent and meaning.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connection

In middle school music classes, students use visual aids or read lyrics which associates to language arts classes. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive.

21st Century Themes: In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS9

Make informed and reasoned decisions.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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