# Unit 8: The Jazz Age

Content Area: **Music**
Course(s): **Music History**
Time Period: **March**
Length: **18 Days, 9-12**
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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Music History, 9-12

# The Jazz Age

**Belleville Board of Education**

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## Unit Overview

This unit will focus on the socially, artistically, and musically significant historic events of the Jazz Age. The students will discuss the impact that thes events had on the creation process and how society is reflected in music.

## Enduring Understanding

- Music is a non-linguistic communication system
- Music theory systems are dynamic and changing
- Music theory is rooted in Ancient Greek and Roman ideals of beauty
- There are many music theory systems and the theory explored in this course originated in Western Europe
- Combinations and manipulation of musical elements makes a piece of music more or less successful. Knowing theory doesn't guarantee a "good" piece of music.
- Critique is an essential process to music making

- The elements of music contribute to music's aesthetic and expressive nature
- Music is its own language with its own set of structure and syntax

## Essential Questions

- What is music?
- How do we use elements of music to communicate?
- Why is there more than one system of music theory?
- What purpose does a system serve?
- What makes a piece of music successful or unsuccessful?
- How does the study of music from different historical periods and cultures enrich my understanding of music today?

## Exit Skills

By the end of this unit the students should be able to:

- Identify changes in world culture
- Describe differences and similarities in the cultures of modern day and the 20th century
- Describe the differences between popular and nonpopular forms of music
- Use critical thinking skills attained in other subjects and areas.

## New Jersey Student Learning Standards (NJSLS-S)

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|---|---|
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
| VPA.1.2.12.A.CS1 | Cultural and historical events impact art-making as well as how audiences respond to |

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| | works of art. |
| VPA.1.2.12.A.CS2 | Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. |

## Interdisciplinary Connections

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| LA.RH.9-10.3 | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |

## Learning Objectives

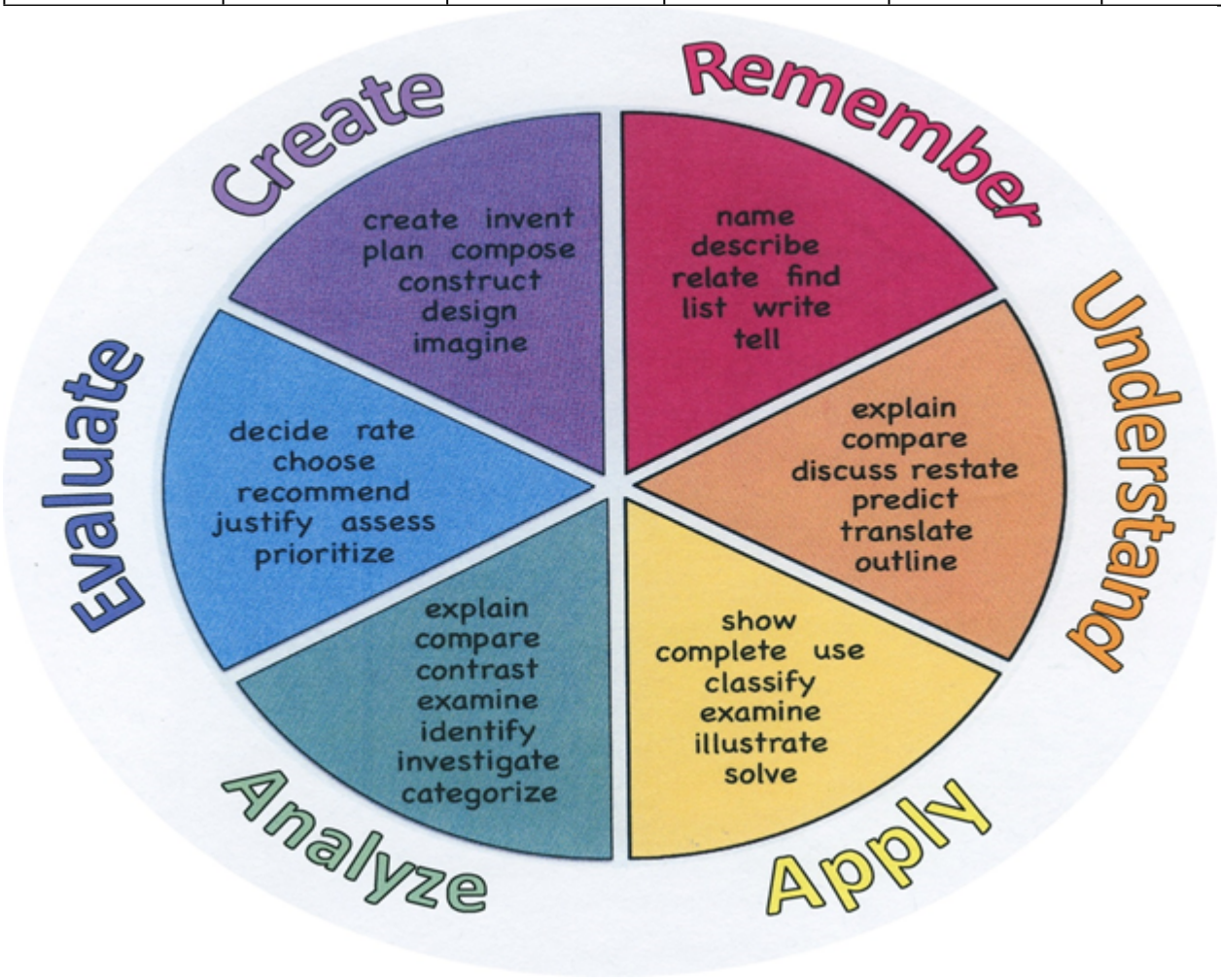
**By the end of this unit the students will be able to:**

- Identify the historical events of the 20th and 21st centuries
- Identify the beginnings of Jazz
- Identify the electronics had on music
- Identify elements of Jazz
- Critique the level of success of various Jazz forms
- Identify the significance of Miles Davis
- Identify the significance of Louis Armstrong
- Idnetify the significance of John Coltrane
- Idenfity the significance of Ella Fitzgerald
- Identify other historically significant composers of the jazz age
- Hear the main differences between different genres of modern music

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |

| | | | | | |
|---|---|---|---|---|---|
| Omit<br>Recite<br>Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Indicate<br>Interrelate<br>Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Select<br>Show<br>Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Subdivide<br>Survey<br>Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Determine<br>Grade<br>Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Originate<br>Organize<br>Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



## Suggested Activities & Best Practices

- Research projects
- Listening assignments
- Multiple choice quizzes
- Presentaions
- Reading assignments

## Assessment Evidence - Checking for Understanding (CFU)

Quizzes: The students will take quizzes designed to measure their understanding of the events and most significant composers of the jazz age.-benchmark assessments

Unit test-summative assessment

Think, pair, share-formative assessment

Written reports-alternate assessment

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Journals
- Learning Center Activities
- Multimedia Reports
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Virtual presentations
- Music: An Appreciation (Text Book)

## Ancillary Resources

- History Chanel Website
- National Geographic Website
- Exerpts from *Western Music* by Grout and Palisca

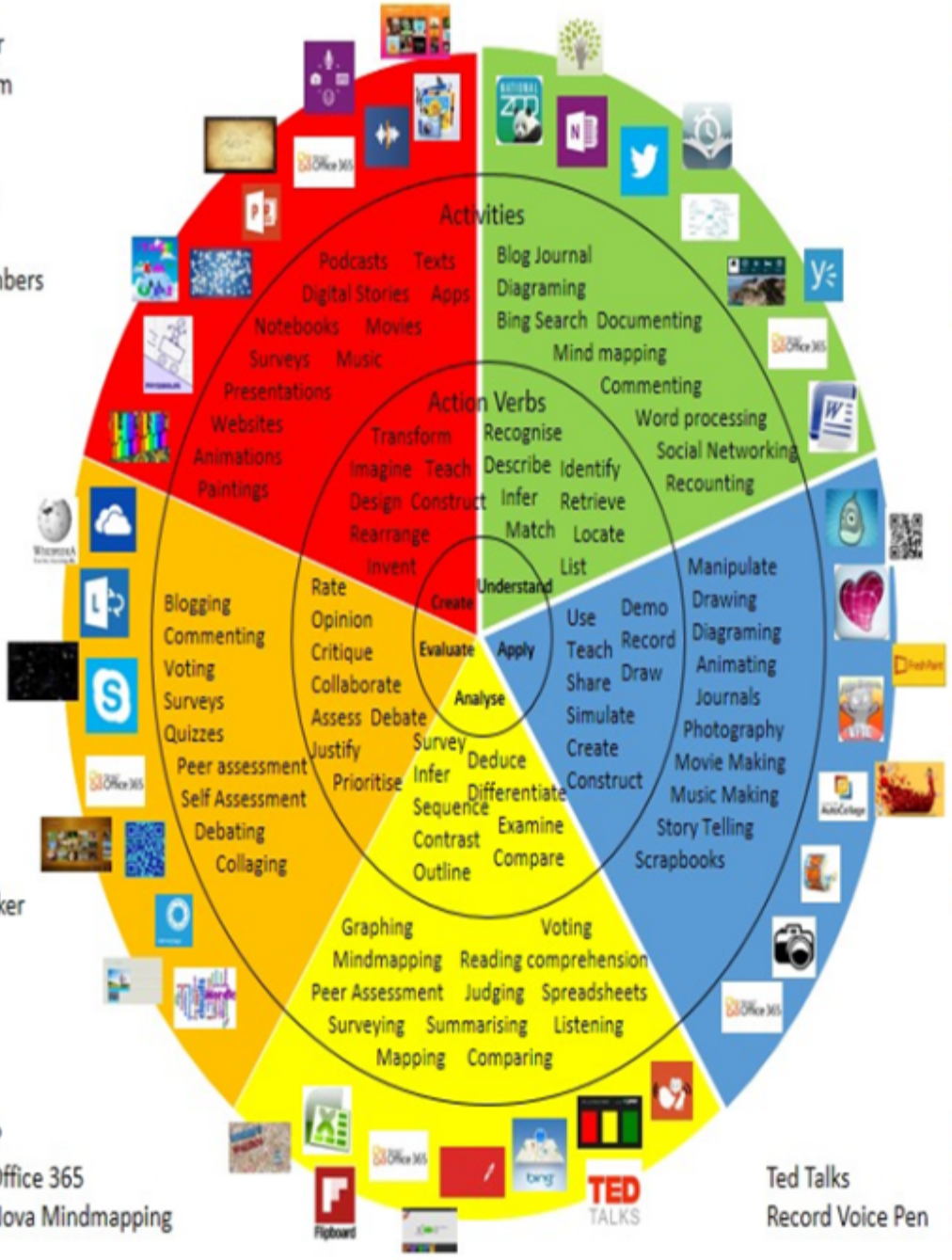
## Technology Infusion

- Podcasts
- Ted Talks
- Power Point
- Digital Recordings
- You Tube
- Google Classroom

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| 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.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. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |

| | |
|---|---|
| TECH.8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Global Awareness

## Differentiation

Study guides: Study guides will be provided to students in need of them to review the key concepts of the jazz age.

Additional time: Students wil be provided with additional time to complete any assignments, tests, or quizzes.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Student working with an assigned partner: Students in need will be assigned a partner to work with on all assignments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Reducing outside reading assignments: Some students will not be required to complete reading assignments from outside sources.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

## At Risk

Allowing students to correct errors: Students will be allowed to correct their errors on all assignments, tests, and quizzes in order to further their understanding of the subject material.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Multi-disciplinary unit or project: Students will be asked to complete assignments that link the impact or role of music in society and it's reflections of the changes in that society during the jazz age.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson