Unit 4: Theater/Movies/Games

Content Area: **Music**
Course(s): **Music 7**
Time Period: **MayJun**
Length: **8 Weeks / Grade 7**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

General Music, Grade 7

Unit 4: Theater/Movies/Games

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Thomas Ubriaco III, Music Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

The study of musical theater is the continuation of music history. This unit looks at the formation of music in theaters, movies, and games and their impact on culture. Involved with this unit is the observation of various movies and analyzing the musical aspects and how they have influenced not only their own media but society in general.

Enduring Understanding

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

- Music is a constantly evolving organism much like society and culture
- There have been many people who have contributed to the expansion of music in theater, movies, and games
- These genres also pull from various other sources in order to convey messages and emotions
- There are many careers choices in the world of music

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- How did musical theater develop?
- What is opera and how is it related to musical theater?
- What is the significance of Broadway?
- How do composers write for movies and games?
- What is the history of music in movies and games?
- Who are some of the composers of this music?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

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

- Identify different types of musical theater selections
- Identify various composers of each type of music discussed
- Listen and respond to the differences in music
- Know the basic history of each type of music discussed
- Understand the creative process used to create music for these purposes

New Jersey Student Learning Standards (NJSLS-S)

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

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.
1.3A.8.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.
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.
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.
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.
1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
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.
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.
1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Connections

	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.

LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
SOC.6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

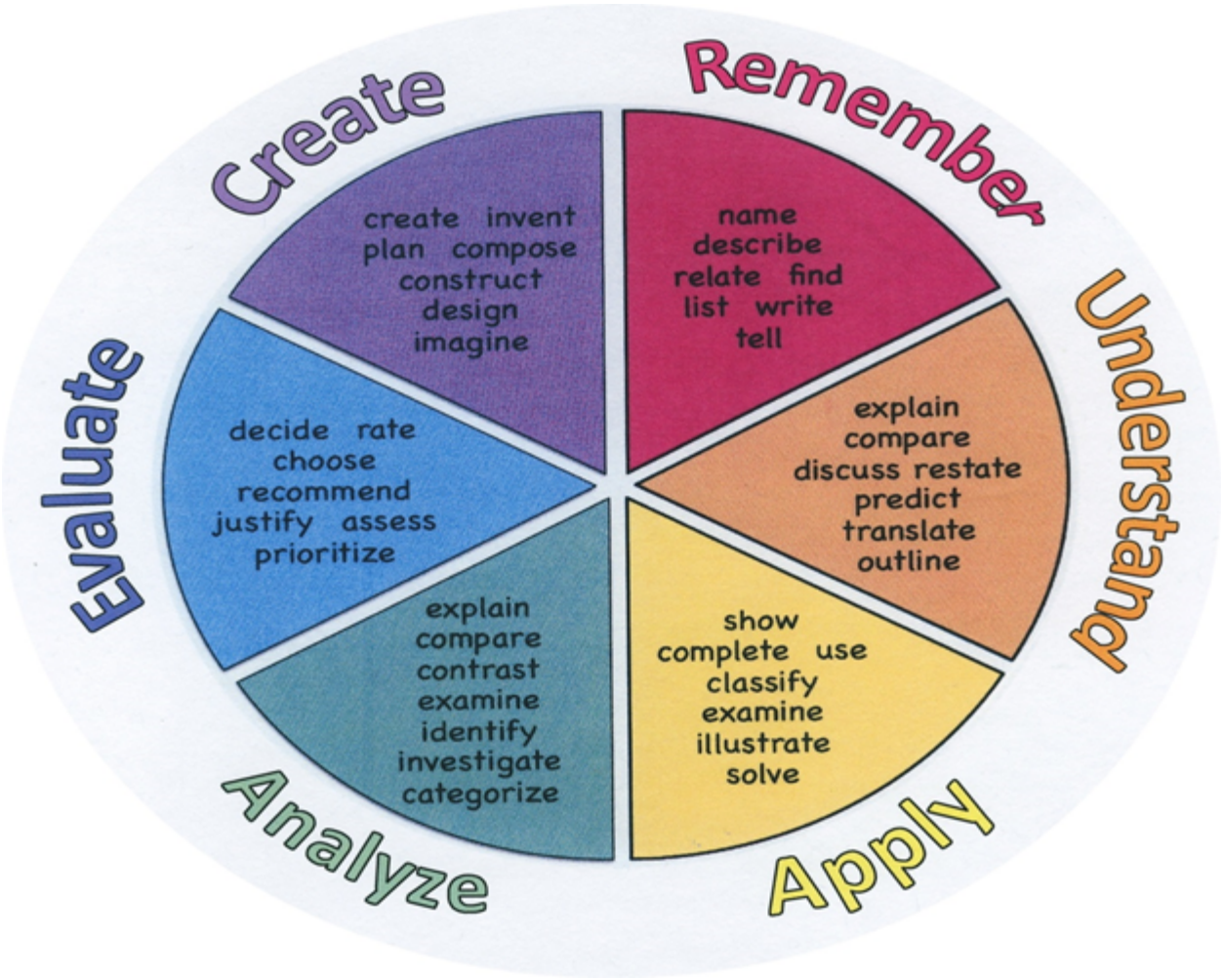
Learning Objectives

During this unit, students will be able to:

- Identify different types of musical theater selections
- Identify and compare various composers of each type of music discussed
- Listen, respond, and critique to the differences in music
- Discover the basic history of each type of music discussed
- Describe and analyze the creative process used to create music for these purposes

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



Suggested Activities & Best Practices

- Worksheets
- Movies; Fantasia and Fantasia 2000; West Side Story; The Magic Flute
- SMART Notebooks on Music Theater

Assessment Evidence - Checking for Understanding (CFU)

KWL chart-formative assessment

Unit test-summative assesment

Written reports-alternate assessnment

Web-based assessment-benchmark asessment

- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- KWL Chart
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Chromebooks
- Online Notation software (Flat, etc…)
- Worksheets – Finale Elements of Music
- Instruments

Ancillary Resources

- Youtube.com
- MusicTheory.net
- Musictechteacher.com
- Kahoot
- SMART Notebooks

Technology Infusion

- Chromebooks
- Videos and recordings
- Websites for Theory work
- Online Music Notation
- Online Music Recording

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.

21st Century Skills/Interdisciplinary Themes

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

21st Century Skills

- Civic Literacy
- Global Awareness

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- 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
- Stations/centers
- Think-Tac-Toes
- 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)

- additional time for skill mastery
- 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
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- 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
- 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
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- 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 the use of note cards or open-book during testing
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- 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)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Create a blog or social media page about their unit
- 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
- have students assist with students that are in need of assistance
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:Musical Theater, Movies, & Games

NJSLS:

1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Interdisciplinary Connection:

LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
MATH 7.NS A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
Social 6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Social 6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
Social 6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Statement of Objective:Students will be able to:

- Identify and recall any previous knowledge about opera
- Discuss and compare the different parts of opera including sections, songs, and voice parts
- Watch and respond to The Magic Flute
- Learn and respond to why The Magic Flute was written

Anticipatory Set/Do Now:

Each day, Teacher will play a piece of music. Students will respond to a short writing prompt. Varying answers will be asked, from a few descriptive words to 3 to 4 sentences. Prompts to vary between: What does the music convey, How does the music make you feel, What is the artist trying to say, What about the music makes it sound the way it does.

Learning Activity:

– Opera/Musicals: The Opera PPT
- Start with KWL Chart
- Review Opera PPT and discuss various operas
– The Magic Flute Study Guide
- Read and review
- Scientific Approach Activity
– The Magic Flute Study Guide
- Finish reading and reviewing
- Finish Activity
– Watch movie The Magic Flute
- Pause at times to discuss
- Hand out worksheet that asks questions at various stages of the opera

Student Assessment/CFU's:

- Student participation

- Checking for Understanding – Q/A
- Observation
- Worksheets – collect all every day and grade

Materials:

Handouts: Magic Flute Worksheet

Display only: Opera PPT, Magic Flute Study Guide

21st Century Themes and Skills:

- Working in Pairs
- Using Technology to Present and Research

Differentiation/Modifications:

- Audio/Visual Cues
- Chunking
- Repetition
- Simplified Assignments

Integration of Technology:

- SMARTBoard Interaction
- Chromebooks