Unit 6 - Music as a Study of History and Culture

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

All music is created and exists within the context and social structure of a time period and culture. Students will recognize the fact that music-making affects and is affected by the society in which it is written and performed. The class will explore how these facts influence the way music is interpreted today.

Revised June 2025

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.3C.12prof.Cr1	Generating and conceptualizing ideas.
1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Organizing and developing ideas.
P.9	Work productively in teams while using cultural/global competence.
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
1.3C.12prof.Cr3	Refining and completing products.
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12prof.Pr4	Selecting, analyzing and interpreting work.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform

	prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6	Conveying meaning through art.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12prof.Re7	Perceiving and analyzing products.
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Interpreting intent and meaning.
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Applying criteria to evaluate products.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Essential Questions

- How do personal values and social mores affect music and our reactions to music?
- How and why do historical and cultural influences affect musical performance? Why does context matter?
- How can we uncover and discover the intent of and influences on a composer or performer?
- How do our own personal musical tastes and influences affect our performances?

Students Will Know/Be Skilled At

- The style and genre of music they perform and how to accurately portray that style in performance.

- The historical background of the music they perform, including information about the time period, composer, and their influences.
- How to respect and respond to cultural diversity within music.
- Music is closely related to the time period of its composer and its country/region of influence or origin.
- Discovering and identifying the influences of a composer can lead to a higher level of understanding and performance.
- All types of music have inherent styles which must be reflected in effective performance.
- It is the responsibility of the performer to convey an interpretation to the audience based on informed musical decisions and context.

Learning Plan

- Students and teacher identify the origin of a piece of music and locate and discuss relevant historical and cultural information that will enhance the understanding and performance of the music.
- Students and teacher discuss the elements of music from the specific styles and time periods of the music which the class performs.
- Students and teacher collaborate to accurately perform the musical elements that characterize the style of each piece. These elements may include tone color, vocal register, articulation, diction, and other stylistic features appropriate to the genre, culture, or time period.
- Students experience musical examples via recordings, live performances, etc. in which students will identify historical and cultural elements of the music. What is the time period, genre, and/or style? What culture? How do you know?
- Students write and reflect about the historical and cultural influences upon them, their music, and the music they perform in class.
- Students choose and share recordings of music from their own culture or background, or music that is meaningful to them. The class listens and identifies key objective elements within the music and discuss the context of each piece.
- Teacher will reinforce historical and cultural concepts in rehearsal and performance of the choral repertoire.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom/rehearsal. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative. The performance tasks listed below are examples of the types of assessments the teacher may use to track student progress and inform instruction.

- Explore and reflect on the essential questions through in-class and online discussions, journaling, turn-and-talk, entrance and exit tickets, peer and self reflections, etc.

- Teacher observation of student performance and participation in rehearsal.

- Individual or small group hearings.

- Written essays and reflections.
- Performances.
- Mid-term and final exams.

-Identify musical time periods within and through choral repertoire.

-Dialogue about music using knowledge of the historical, cultural contexts, as well as current social mores.

-Evaluate performances (individual, corporate, and those of other performing groups) for accuracy and effectiveness of style and cultural interpretation. Identify challenges of performing music of varied cultures and styles.

-Write and reflect on music based upon objective elements of music observed, knowledge of context, and personal opinions, and beliefs.

-Perform music with cultural and stylistic awareness and integrity.

Materials

- Varied and diverse choral and solo vocal repertoire
- Music manuscript books/journals
- Recordings and online resources with aural examples of historically and culturally varied repertoire

Suggested Strategies for Modifications

Treble Chorus Accommodations and Modifications