Unit 2-3 History of The Arts and Culture

Content Area: **Music**
Course(s): **Music 3**
Time Period: **MP2-3**
Length: **January-April**
Status: **Published**

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do choreographers get ideas for dances?

Big Ideas

- Plan, Make
- Evaluate, Refine
- Imagine
- 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.

Core Activities

- Students perform dances from Native American, African, Asian, Latin and Middle Eastern cultures each month in an ongoing study of world cultures.

CSDT Technology Integration

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Activity:

Students discuss how music software has led to a movement of music composition where people do not need to know how to read or understand the language of music in order to create music.

Cross Curricular Integration

Integration Area: Social Studies

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Activity:

Languages through songs. Songs in 5 different languages

Diversity

Race and Ethnicity

Objective:

Students will learn about the underground railroad and the songs that came out of slavery called African American Spirituals. Jazz came out of this type of music. Elements of jazz. African instruments played an important part in the daily culture in Africa. What the instruments were and the parts that they played.

Activity:

Display African instruments, demonstrate instruments, discuss use of each instrument, have students play the

instruments to songs learned in class. Discuss and present elements of jazz and the history of the music form.

Enduring Understandings

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Dance

Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Resources

- Music Connection
- Multicultural Songs