G. 5 - Introduction to American Popular Music

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **18 Weeks**
Status: **Published**

Unit Overview

Unit 1 explores how the modern concept of popular music developed in the 1950s and 1960s in America. The unit will begin by considering how the birth of Rock and Roll influenced all aspects of culture and music during the time. The unit will also consider how the concept of the album developed as a modern art form that continues to drive popular music today. The unit will conclude with a performance of one song we studied from the 1950s or 1960s.

Enduring Understandings

How to evaluate musical and artistic performances.
How to compare and contrast musical features across genres and time periods.
How to put your personal reactions to artistic works into appropriate language.
Self-assess your own performance and composition, and develop ideas about how to improve your abilities.
How to identify accidentals, half steps, and whole steps, and use they concepts in composition.

Essential Questions

What was the state of the country like after World War II when Rock and Roll became popular?
How did Rock and Roll music influence other popular genres during the 1950s and 1960s?
How did music from this time directly impact culture?
What representative artists, songs, and albums defined music from these time periods?
How did the concept of the album develop and become a dominant art form in popular music?
Can you analyze musical notation and text, and explain an artist's intent as it relates to the time period.
Can you perform significant repertoire from this time period with accurate technique and expression?

Learning Objectives

SWBAT explain the emergence of Rock and Roll and its impact on music and culture.
SWBAT identify how music and culture drastically changed during the 1950s and 1960s, and how they informed each other.
SWBAT identify artists, songs, and albums that defined music of the time period.
SWBAT explain how the album developed and became a dominant art form in popular music.
SWBAT analyze musical notation and text, and explain an artist's intent as it relates to the time period.
SWBAT perform age-appropriate music from the 1950s and 1960s with technical and expressive accuracy.
Career Exploration – Students will examine careers in the music industry.
SWBAT understand the influences on music by African Americans. (Amistad)

Standards: Content

1.3A.5.Cr	Creating
1.3A.5.Cr1	Generating and conceptualizing ideas.
	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
	How do musicians generate creative ideas?
	Imagine
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.5.Cr2	Organizing and developing ideas.
	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
	How do musicians make creative decisions?
	Plan, Make
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
1.3A.5.Cr3	Refining and completing products.
	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
	How do musicians improve the quality of their creative work?
	Evaluate, Refine
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
1.3A.5.Pr	Performing
1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
	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.
	How do performers select repertoire?
	Select, Analyze, Interpret
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
	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.
	How do musicians improve the quality of their performance?
	Rehearse, Evaluate, Refine
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6	Conveying meaning through art.
	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
	Present
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3A.5.Re	Responding
1.3A.5.Re7	Perceiving and analyzing products.
	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
	Select, Analyze
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
1.3A.5.Re8	Applying criteria to evaluate products.
	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
	How do we judge the quality of musical work(s) and performance(s)?
	Evaluate
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Re9	Interpreting intent and meaning.
	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

	How do we discern the musical creators' and performers' expressive intent?
	Interpret
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
1.3A.5.Cn	Connecting
1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	How do musicians make meaningful connections to creating, performing, and responding?
	Interconnection
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	Interconnection
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standards: Interdisciplinary

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Formative Self-assessment, Written Critique, Informal Observation, Oral Question/Answer Responses, Class Discussion, Group Performance, Individual Performance
Summative	Tests, Pre-Assessments, Quizzes, Written Responses, Projects
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Sketchbook Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
Assessment Evidence Resource	

Instructional Resources

Interactive SmartBoard,Nations Night Video Recording, Recorders, Percussion Instruments, Pianos,

Computers, Logic Pro X. Garage Band, Chrome Music Lab, Studio Recording Equipment, Musical Scores, Musical Recordings, Computers, Microsoft Office, YouTube, Digital Audio Workstations, Virtual and Software Instruments, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		