Grade 7: General Music: Through the Decades

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

Unit Overview

Unit 3 continues the study of American popular music through the 1970s, 1980s, and 1990s by focusing on how music impacted popular culture through these time periods. Students will choose one genre to follow through the three decades and study how that genre changed fashion, language, dance, visual art, technology, film, television, politics, and society at large. The unit will conclude with a Through the Decades Sway Presentation detailing how their chosen genre changed three aspects of culture over time.

Students will understand that popular music both shapes and is shaped by the culture in which it exists. As musical genres evolve over time, they influence fashion, language, media, technology, and social values while reflecting the experiences and identities of the people who create and engage with them. Through studying music across decades, students will recognize music's power as a cultural force and historical record.

Enduring Understandings

• The emergence and evolution of genres throughout the 1970s-1990s.
• Significant artists and works from the decades.
• How the political and social climate of the time affected popular music.
• How music changed popular culture during this time.
• How to create a presentation that provides evidence of music’s cultural impact.

Essential Questions

• What were the most popular genres from the 1970s-1990s and which artists best represented these genres?
• How did music from your chosen genre directly impact popular culture through these decades?
• How did American popular music evolve in relation to the political and social climate during this time?
• Can you create a presentation that details the evolution of your genre over time and its impact on three aspects of culture from the following choices - fashion, language, dance, visual art, technology, film, television, video games, politics, and social movements?

Learning Objectives

- SWBAT explain the emergence and evolution of genres throughout the 1970s-1990s.
- SWBAT identify and analyze significant artists and works from the decades.
- SWBAT identify and explain how music of the era impacted society at large.
- SWBAT identify and explain how music changed popular culture during this time.
- SWBAT use Microsoft Sway to create a presentation providing evidence from their research.
- Identify major genres of American popular music from the 1970s, 1980s, and 1990s.
- Describe how popular music reflected and influenced cultural trends during these decades.
- Explain how musicians, performers, and music industries helped shape society and popular culture.
- Analyze the relationship between music and historical events, social movements, and technological developments.
- Investigate the development of a selected musical genre across the 1970s, 1980s, and 1990s.
- Identify key artists, recordings, and innovations that contributed to the growth and evolution of the chosen genre.
- Compare and contrast musical characteristics of the genre across the three decades.
- Analyze how changes in technology, production techniques, and media affected the genre's sound and popularity.
- Evaluate how a selected musical genre influenced areas of culture such as fashion, language, dance, visual art, technology, film, television, politics, and society.
- Describe specific examples of how music trends shaped cultural behaviors and identities.
- Analyze how cultural changes, in turn, influenced the development of popular music.
- Recognize the ways music can serve as a form of communication, self-expression, and social influence.
- Evaluate the significance of a musical genre's impact on American culture over time.
- Draw connections between music and broader cultural developments across multiple decades.
- Organize information into a clear and engaging multimedia presentation.
- Communicate findings effectively to an audience using visual, written, and oral presentation skills.
- Create a Through the Decades Sway Presentation that traces one genre of American popular music through the 1970s, 1980s, and 1990s.
- Demonstrate how the chosen genre evolved musically and culturally over time.
- Analyze and present evidence showing how the genre influenced at least three aspects of culture, such as fashion, language, dance, visual art, technology, film, television, politics, or society.
- Support claims with historical examples, research findings, and multimedia resources.

Standards: Content

1.3A.8.Cr	Creating
1.3A.8.Cr1	Generating and conceptualizing ideas.
	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
1.3A.8.Cr1a	Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded

	forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.3A.8.Cr2	Organizing and developing ideas.
	Musicians' creative choices are influenced by their expertise, context and expressive intent.
	How do musicians make creative decisions?
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.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?
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.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?
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.Pr6	Conveying meaning through art.
1.3A.8.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)?
1.3A.8.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?
1.3A.8.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?
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.

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Assessment Evidence

Formative	Class discussions, in-class activities, teacher observation, Do Nows, Exit Slips, Formative Rubrics
Summative	Projects, Tests, Unit Rubrics, Benchmark Rubrics, Anecdotal Notes, Visual Self-Assessment
Alternative & Benchmark	Alternative – Project Based Learning, Graphic Organizers, Student Portfolio Benchmark – Teacher generated project or assessment Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Elements and Principles of Design Posters, Internet Prints, Interactive Smart Board, Guitars, Percussion Instruments, Pianos, Computers, Microsoft Office, Logic Pro X, ProTools, Garage Band, Chrome Music Lab, Studio Recording Equipment, Musical Scores, Musical Recordings Internet www.paintings.name www.brainpop.com http://school.nettrekker.com/visualarts, Artists & Art,Instructional Resource List

Curricular Mandates

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

	Amistad	X	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

	Self-Awareness		Relationship Skills
X	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

X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		