Grade 7: General Music: Music in Media

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

Unit Overview

Unit 1 explores music in popular media, including film, theatre, video games, television, and commercials. We will study how these different media use music for emotional and creative affect, and how music adds to our overall entertainment experience. The unit will conclude with a Musical Theme Project, requiring students to compose a theme for one media of their choice using a digital audio workstation.

This unit aims to demonstrate how popular media uses music creatively to add to the overall entertainment experience. Students will think critically about how style, form, instrumentation, and expressive qualities of music exist to create representative themes. Students will simultaneously build their composition and technological skills by writing their own themes for one media of their choice by using a digital audio workstation.

Enduring Understandings

• The most iconic film scores and the most famous film composers.
• How film composers write music to represent specific characters and scenes.
• How musicals became such a popular genre and some of the most well known works.
• The evolution of video game music and its impact on the sound of popular music as technology evolved.
• The role music plays in television and commercials.
• How to compose representative themes using a digital audio workstation.

Essential Questions

• What are some of the most iconic film scores throughout history?
• How do film composers write music to represent specific characters and scenes?
• How did musicals become a popular art form and what are some of the most influential in history?
• Can you explain the evolution of video game music and how advancement in technology has affected the style?
• What are some of the most famous television jingles and what makes a jingle successful?
• How does a television show use music in comparison to films and commercials?
• Can you compose a unique theme that represents a character, scene, or product from different popular media?

Learning Objectives

- SWBAT identify the most iconic film scores and the most famous film composers.
- SWBAT explain the expressive connections between a film score and the characters and scenes of a film.
- SWBAT explain how musicals became such a popular genre and identify some of the most well known works.
- SWBAT explain the evolution of video game music and its significance.
- SWBAT explain the role music plays in television and advertising.
- SWBAT use a digital audio workstation to compose representative themes.
- Identify the roles music plays in film, theatre, television, video games, and commercials.
- Explain how composers use musical elements to create mood, convey emotion, and support storytelling.
- Analyze how music influences audience perception and enhances entertainment experiences across different forms of media.
- Compare and contrast the musical techniques used in various media genres and formats.
- Identify and describe how melody, harmony, rhythm, tempo, dynamics, timbre, and texture contribute to a musical theme.
- Analyze examples of media music using appropriate musical vocabulary.
- Recognize recurring musical themes, motifs, and leitmotifs and explain their purpose within a larger work.
- Develop original musical ideas that communicate a specific mood, character, setting, or narrative.
- Apply music theory concepts to create an effective theme for a chosen media format.
- Use a digital audio workstation (DAW) to compose, edit, arrange, and refine original music.
- Select instrumentation, sound design, and musical elements that support the intended purpose of a media composition.
- Evaluate how effectively music supports visual and narrative elements in popular media.
- Make purposeful compositional choices based on artistic goals and audience expectations.
- Revise and improve original compositions through reflection, peer feedback, and teacher feedback.
- Present an original media theme and explain the creative choices used to communicate a specific purpose or emotion.
- Use appropriate musical and media-related vocabulary to discuss and evaluate compositions.
- Reflect on how music shapes emotional responses and contributes to storytelling in popular media.
- Create and produce an original musical theme using a digital audio workstation for a chosen medium (film, theatre, video game, television, or commercial).
- Demonstrate effective use of musical elements, structure, and production techniques to support the theme's intended purpose and audience.
- Present and justify compositional and production decisions using evidence from media music studied throughout the unit.

Standards: Content

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.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
1.3A.8.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?
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?
	Rehearse, Evaluate, Refine
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.
	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?
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.
	Interpret
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.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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		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	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	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		