Grade 8: General Music: 21st Century American Popular Music

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

Unit Overview

Unit 1 continues the study of American popular music in the 21st Century. The unit will cover major genres, artists, technological advances, and the impact music has had on society over the last 20 years. We will make connections between the social and political climate of the time and how music and popular culture reacted accordingly. The unit will conclude with a playlist project requiring students to research music by fourteen different modern artists from seven different genres popular during the 21st Century.

This unit aims to explore how American popular music continued to develop through the beginning of the 21st Century and study significant genres, styles, artists, and works from the last 20 years. Students will more deeply connect the relationship between culture and art in America, and discover the styles of music and artists that have had a lasting impact. We will also consider student's listening habits and personal connections to new music by allowing them to analyze their likes and dislikes against the current musical landscape.

Enduring Understandings

- The emergence and evolution of genres throughout the 21st Century.
- Significant artists and works from the last 20 years.
- The impact the Internet and social media had on popular culture and music consumption.
- How the political and social climate of the time affected popular music.
- Identifying personal connections to new music.
- How to perform well-known 21st Century repertoire.

Essential Questions

- What were the most popular genres of the last 20 years and which artists best represented these genres?
- What musical characteristics define popular modern genres of music?
- What impact did the Internet and social media have on popular culture and music consumption during this time?
- How did American popular music evolve in relation to the social and political climate during this time?
- What aspects of modern music do you personally connect with?

• Can you perform significant repertoire from the 21st Century on an instrument of your choice?

Learning Objectives

- SWBAT explain the emergence and evolution of genres throughout the 21st Century.
- SWBAT explain significant musical characteristics that define modern genres of music.
- SWBAT identify significant artists and works from the last 20 years.
- SWBAT identify and explain the impact the Internet and social media had on popular culture and music consumption.
- SWBAT identify and explain how the political and social climate of the time affected popular music.
- SWBAT explain what aspects of modern music they personally connect with.
- SWBAT perform well-known 21st Century repertoire.
- Identify major genres, artists, and musical trends that have shaped American popular music during the 21st Century.
- Describe how popular music has evolved over the last two decades in response to cultural, social, political, and technological changes.
- Explain the relationship between music, popular culture, and current events in contemporary American society.
- Analyze how music reflects the experiences, values, and concerns of different communities and generations.
- Identify significant technological developments that have influenced the creation, distribution, and consumption of music in the 21st Century.
- Explain how streaming services, social media, digital production tools, and online platforms have changed the music industry.
- Analyze the impact of technology on the ways artists connect with audiences and build their careers.
- Compare and contrast characteristics of major contemporary music genres.
- Identify influential artists and explain their contributions to the development of modern music.
- Analyze how artists use musical elements such as melody, harmony, rhythm, timbre, texture, dynamics, and form to create distinctive styles.
- Evaluate the cultural significance of selected artists, recordings, and musical movements.
- Examine how music both influences and reflects trends in fashion, language, media, politics, and social movements.
- Analyze connections between major social or political events and the music created during those periods.
- Evaluate the role of music as a form of communication, identity, activism, and entertainment.
- Reflect on personal music preferences and identify factors that influence musical tastes.
- Compare personal listening habits to contemporary music trends and audience behaviors.
- Use critical listening skills to analyze and evaluate music from a variety of modern genres.
- Support musical opinions with evidence drawn from listening, research, and class discussion.
- Conduct research using reliable sources to investigate contemporary artists, genres, and musical trends.
- Organize and present information using appropriate musical, cultural, and historical vocabulary.
- Evaluate sources and use evidence to support conclusions about music and culture.
- Create a curated playlist featuring music by fourteen different artists representing seven major 21st-Century genres.
- Research and explain the significance of each selected artist and their contributions to contemporary music.
- Analyze musical and cultural connections among the selected artists, genres, and works.

- Communicate personal reflections on musical preferences while demonstrating an understanding of broader trends in modern popular music.

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.
	How do musicians generate creative ideas?
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.
	Plan, Make
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.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.Pr	Performing
1.3A.8.Pr4	Selecting, analyzing, and interpreting work.
1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
1.3A.8.Re	Responding
1.3A.8.Re7	Perceiving and analyzing products.
1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
1.3A.8.Re9	Interpreting intent and meaning.
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.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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	X	Diversity, Equity, and Inclusion
	Holocaust	X	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		