

## Unit 2: The Power of Music

### General Music

10 Class Meetings

Revised June 2022

### Essential Questions

- How do individuals choose what music to experience?
- How does understanding the structure and context of musical works inform performance?

### Enduring Understandings with Unit Goals

#### EU 1:

- Individual's selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Analyze the influence that composers' and artists' experiences have on their music
- Evaluate how life experience has influenced an individual's music taste.

#### EU 2:

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Analyze the cultural and societal context of music throughout history.
- Interpret how composers' manipulation of musical elements affects the listener's emotions.

### Standards

#### Common Core State Standards:

- **MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose**
- **MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.**
- **MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.**
- **MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.**

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**ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

**Unit Content Overview**

**1. Influence of Music on Personal Experience**

- Examine how music influences an individual emotionally
- Relate to music on a personal level
- Create a playlist of music with different moods

**2. Cultural and Societal Context of Music**

- Relate music to historical or current events
- Hypothesize how major events could have ended up without the impact of music
- Create a basic multi-media presentation

**3. Interdisciplinary Connection:**

- Social Studies (American History)
- ELA (writing)

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### Daily Learning Objectives with *Do Now Activities*

#### Students will be able to...

- Explain how music is applied to specific situations (activity, mood, event).\*\*
- Understand the importance of music as an expression for political change.
- Relate music to current events, either political or social.
- Write lyrics to a rap or song based on chosen social or political topic\*\*
- Create a performance piece of music that conveys a specific emotion
- Illustrate two drawings that represent the intent of contrasting pieces of music.
- Write and narrate a story based on “The Romantic Warrior” by Return to Forever.\*\*

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#### Instructional Strategies/Differentiated Instruction

- Video lecture with notes
- Independent problem-solving
- Peer review
- Online blogging
- Student performance
- Written/ verbal Feedback
- Conferencing
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

#### EL Strategies

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping

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## **Assessments**

### **FORMATIVE ASSESSMENTS:**

- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Homework

### **SUMMATIVE ASSESSMENTS:**

- Ostinato Project
- Unit 1 Test
- Song Analysis Project

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### Unit Task

**Unit Task Name: Musical Warrior**

**Description:** Students will listen to “The Romantic Warrior” by Return to Forever with their eyes closed. They will begin to imagine a story or illustration to go along with the song, identifying each instrument as a different character. (EU2) The story or illustration should show a development of the characters from the beginning of the song to the end, reflecting experiences and understandings of the writers. (EU1) This project can be done either individually or with a partner.

**Evaluations:** Summative Assessment and Accountable Talk Rubric in 2022-2023 school year

### Unit Resources

- Worksheets
- Laptops
- Supplemental video clips (YouTube)
- Googleslides
- Google Chrome *Songmaker*