

Unit 3: World Music

General Music

23 Class Meetings

Revised May 2023

Essential Questions

- What do different instruments around the world look and sound like?
- How do different world cultures use, listen to, and create music?

Enduring Understandings with Unit Goals

EU 1: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

- Music serves different purposes for different communities.
- People from various places respond to music in unique ways.

EU 2: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- People within cultures around the world use and create music in various ways.
- The authenticity of folk music varies within opinions and cultures.

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Standards

Common Core State Standards:

MU:Cr2.1.6.b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Pr4.2.6.c - Identify how cultural and historical context inform performances.

MU:Re7.1.6.a - Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Re7.2.6.a - Describe how the elements of music and expressive qualities relate to the structure of the pieces.

MU:Re7.2.6.b - Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.6.a - Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances.

MU:Cn11.1 - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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.

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Unit Content Overview

1. Ethnomusicology and World Music
 - Understand and recognize music from various world cultures.
 - Discussing folk traditions and uses of music around the world.
 - Classify instruments based on ethnomusicological categories.
2. Playing and critical listening to world music.
 - Playing several world instruments.
 - Analyzing folk and popular music from various cultures.

Interdisciplinary Connection

- Social Studies- culture, history
- ELA- Reading, Writing

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Introduce world music and ethnomusicological instrument classification.
- List the major elements of Indian music.
- Describe the uses and performance practice of Indian music.
- Compare and contrast Indian and American popular music.
- List the major elements of Japanese music.
- Recognize the Japanese scale and compare it to Western major and minor scales.
- Name and describe the instruments used in Japanese music.
- Describe the significance of Chinese New Year and the role music plays in its celebration.
- Compose music using Jian Pu notation.
- List the instruments used in Chinese music.
- Describe the characteristics of Spanish music and dance.
- List the instruments used in Spanish music.
- Describe the characteristics of Hawaiian music and dance.

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- Play F, C, and G7 chords on the ukulele.
- Play *Lava* along with recording on ukuleles.
- Describe the characteristics of Irish traditional music.
- Identify instruments used in Irish traditional music.
- Discuss authenticity as it relates to folk music.
- Describe the characteristics of Italian music and identify them in the opera, *The Barber of Seville*.
- Recognize and describe three major Italian operas.
- Describe the elements of music from various cultures in Africa.
- Compare and contrast African music with European and Asian music.
- Perform traditional African rhythms on percussion instruments.
- Select and present research on traditional music from a chosen country.

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
- Modified unit task (3 songs instead of 5)

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:

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

SUMMATIVE ASSESSMENTS:

- Build an Instrument Project (EU2)
- World Music Presentation Task (EU1, EU2)
- Accountable Talk Rubric

Unit Task

Unit Task Name: Music from Around the World and Build an Instrument Task

Description: Students will select and research a musical culture of their choosing. They will collect key information on the country and culture. They will compile a playlist of traditional and popular music from this country, create a Google Slides presentation, and share their research with the class. They will also research traditional instruments from this culture and recreate a simple version using found materials.

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

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Unit Resources

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