

Unit 4: Creation & Composition

General Music

21 Class Meetings

Revised May 2023

Essential Questions

- How did popular music develop over the decades in recent history?
- Who were major musicians in recent history?
- How does popular music impact culture?

Enduring Understandings with Unit Goals

EU 1: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

- Popular musical taste develops and changes throughout history.
- Music reflects the current events and trends of the time.

EU 2: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

- Musicians create music that reflects different emotions, events, and beliefs depending on their place in the world and history.
- Genres of music develop as musicians make creative decisions based on musical elements and structure.

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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. Modern Musical Style from the Last Decade

- Recognize music from the 1950s-modern day.
- Name and describe music from famous artists throughout the last decade.
- Describe the development of music and invention of genres throughout the decades.

2. Music and Popular Culture

- Understand the cultural impact of music on the United States.
- Analyze historical events and their connection to popular music.

Interdisciplinary Connection:

- ELA- Writing, reading
- Social Studies – American history, cultural studies

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Recognize music from the 1950s and its significance modern music.
- Differentiate between country vs. rock n' roll elements in the sound *Rock Around the Clock*.
- Understand how the culture of the 1950s and Jim Crow Laws influenced music.
- Recognize musical style from the 1960s.
- Define the British Invasion and describe how it impacted music in the United States.
- Describe how the music of the 1960s reflected what was happening in contemporary society.
- Identify and describe music culture and popular music from the 1960s.
- Recognize musical style from the 1970s.
- Describe the influence MTV had on music as a whole and American culture during the 1970s.
- Understand the cultural implications of music in the 1980s.**
- Understand the cultural implications of music in the 1990s and how it impacted music history.**
- Describe the development of video game music.
- Recognize and describe the impact of music in the 2000s.
- Understand the cultural implications of music in the 2010s and how it impacted music history.
- Use content knowledge of modern music and its history to describe and provide insight into the music of the 2020s.***
- Describe student's favorite type of music using musical terms regarding genre, melody, instrumentation, and rhythm.

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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
- 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:

- Exit Slips
- Accountable Talk Discussions (through blog)
- Composition Projects
- Homework
- Do-Now's

SUMMATIVE ASSESSMENTS:

- Composition Projects
- My DAW Jam- Unit Performance Task

Unit Task

Unit Task Name: My Favorite Song Task

Description: Students will select their favorite song and/or artist and create a Google Slides presentation to share with the class. They will describe their chosen music using terminology learned throughout the year. They will relate their chosen music to the historical context in which it was composed and performed. Students will present this research, as well as their chosen song, to the class.

Evaluation: Summative Assessment and Accountable Talk Rubric in the 2022-2023 school year.

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Unit Resources

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