Pequea Valley School District
Music

Unit: Listening Skills **Course: Rediscovering the Beatles** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How do you listen to music with 'critical ears'?
- What am I supposed to be hearing in this particular song?
- What makes this song sound like it does?

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

- 3 - 5

Tier 3 Vocabulary (Content specific vocabulary)

Verse / chorus / instrumentation / lyric / stanza / groove / chord progression / riff / hook

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Music exists in TIME and memory skills must be developed in order to achieve a higher level of musical appreciation and understanding.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will make 'listening maps' as they listen to and analyze various pop music songs. They will incorporate key vocabulary terms after first using their own.

Software/Resources:

- YouTube/random songs on facilitator's iTunes.

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a lifetime of learning.

Pequea Valley School District
Music

Unit: Music and Culture of 30s and 40s **Course: Rediscovering the Beatles** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How did life differ for people in the 1930s and 1940s ?
- How did the Great Depression affect culture and the arts?
- What was music like during the ‘30s and ‘40s?

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

- About 6

Tier 3 Vocabulary (Content specific vocabulary)

- Crooning
- New Deal
- Cost of Living
- Recording technology

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.***

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- In many ways the culture we have today stems from post Depression America. In other ways, life is very different.
- The advent of the microphone had a dramatic effect on the style of singing in popular music. We are still affected by that technology.
- Music was often a 'shared entertainment experience.'

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Software/Resources:

- Movie: *It Happened One Night*
- Songs by Sinatra, Bing Crosby, Rudee Valee

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Rise of Teenager in 1950s **Course: Rediscovering the Beatles** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How did the rise of teenage culture affect consumable entertainment?
- What factors contributed to the rise of rock and roll?

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Rock and Roll. Rhythm and Blues.. Blues progression. Race records. Bill Haley and His Comets. Chuck Berry. Elvis. Little Richard. Big Mama Thornton. Sun Records.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Post WWII prosperity created a consumer culture where teenagers were their own **market**. This gave rise to movies, music, and fashion.
- Rhythm and blues combined with hillbilly music and created rock and roll - after it was marketed to young white children.
- Rock and roll artists 'sanitized' many R&B songs for White consumers.

- A number of pioneers led the development of this new type of music.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Students will know what each pioneer contributed to the age of Rock and Roll 1955-59.
- Students will be able to characterize the music of R&R and understand why it sounds like it does.

Software/Resources:

- Rock and Roll videos (Little Richard, Bill Haley, Chuck Berry, Fats Domino, Elvis Presley)
- Movie - *Rebel Without a Cause*
- Rock and Roll songs.

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Music of the early 60s (pre-Beatles Invasion) **Course:** Rediscovering the Beatles **Grade:** 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What were the various types of musical subgenres in the world of early 60s popular music?

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

- 5-10

Tier 3 Vocabulary (Content specific vocabulary)

TOPIC 1: Girl Groups

Keywords: Teenage symphonies; wall of sound; Brill Building songwriters; Phil Spector; puppy love; “Be My Baby” (Ronettes); “Da Do Run Run” (Crystals); Uptown (Crystals); “Leader of the Pack” (Shangri-Las); “Please Mr. Postman (Marvelettes). Philadelphia

TOPIC 2: Dance Fads

Keywords: new mode of social dancing; American Bandstand; Chubby Checker; Dick Clark; Twist; Peppermint Twist; Twist Again; Slow Twist; The Fly; The Mashed Potato (Dee Dee Sharp); Philadelphia; NYC;

TOPIC 3: Surf Music

Keywords: surf culture; cars, beach, girls; vocal styles vs. instrumental styles; Chantays; Surfaris; Ventures; Jan & Dean; Beach Boys; guitar reverb; Dick Dale and the Deltones; brief history of surfing; Endless Summer, Gidget; California

TOPIC 4: Motown

Keywords: Hitsville USA; Berry Gordy: Funk Brothers; Black Music for White Audiences (part 2); Temptations; The Supremes; "Baby Love"; Four Tops; Martha and the Vandellas; Marvin Gaye. Detroit.

TOPIC 5: Teen Idols

Keywords: actor/singer; Rudolph Valentino; Sinatra/bobby-soxer; Frankie Avalon; Fabian, Bobby Vee: American Bandstand; Ricky Nelson; Adventures of Ozzy and Harriet; 45-rpm singles; teen idols of other decades and today; television/movies/magazines

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Girl group songs are highly produced, musical vignettes.
- Girl groups usually have a clear lead singer with a few back ups, the latter have less recognition.
- Phil Spector produced girl groups; Wall of Sound style.
- Professional songwriters could be male or female; work alone or in partnerships.
- Pre 60s dancing was a 'partner' activity and Chubby Checker changed that.
- The Twist was the first song/dance to be an individualized dance, in modern times.
- A host of similar sequels followed: Twist again, Slow Twist, Peppermint Twist, the Fly, the Freddy, the Frug
- Dick Clark hosted American Bandstand - TV show that popularized dance and song
- California was home to a special kind of pop referred to now as surf music.
- There was both instrumental and vocal surf music.
- Instrumental surf music focussed on guitars, reverb and repetitive melodies.
- Vocal surf music was dominated by the Beach Boys and Jan&Dean
- Vocal surf music sings about beaches, cars, girls, surfing.
- Vocal surf music includes heavy use of falsetto male voices.
- Motown is short for Motortown, and named that because it was centered in Detroit, home of the auto industry.
- Motown was managed and owned by Berry Gordy, who was also the creative force.

- Many famous artists are girl groups and male ensembles
- Motown music was acceptable for Whites to listen to, even though it was predominantly African American.
- The Beatles were heavily influenced by girl groups and, in a way, were a male version of one.
- The teen idols of the ‘60s were an extension of the teen singers of the ‘50s - musically and visually.
- American Bandstand was a vehicle for promotion of teen idols.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or “big ideas” in a statement of enduring understanding.***

- Different regions of the US gave rise to different types of music (Motown, Surf, Country, RB, girl groups, dance fads)
- Changing social conditions led to the development of different types of music (surf, girl, dance) and these musics were consumed by the growing teenage subculture.
- Teen idols were designed to be ‘safe’
- All these subgenres were influential on the Beatles.
- The music/artists in these subcategories started to blur the lines of the earlier racial barriers and contributed to the tensions of the decade.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? ***Culmination Assessments embedding skills and competencies***

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: Beatles **Course: Rediscovering the Beatles** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- What makes the Beatles the most successful and influential group in the history of popular music?
- How did the Beatles' backgrounds factor into their compositions?
- How did the Beatles' music evolve throughout their career?
- What are the most important songs and albums of the Beatles?

Keystone Eligible Content/PA Core Standard

- 9.2.12.A Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

- 65

Tier 3 Vocabulary (Content specific vocabulary)

Liverpool. John Lennon. Paul McCartney. George Harrison. Ringo Starr. Pete Best. Stu Sutcliffe. Astrid Kirchherr. Cavern Club. Brian Epstein. Cynthua Lennon. Jane Asher. Skiffle. BeatleMania. Ed Sullivan. EMI Parlophone. Sitar. Abbey Road. Concept album. Stadium concerts. Transcendental meditation. Maharishi Yogi. Savile Row. Trident Studios. Apple Records. Yoko Ono. Rooftop Concert. AABA form. Verse/Chorus form. Music concreté. Cover song. Producer. Arranger. Mixer. Studio Engineer. Experimentalism.

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- All the albums: *Please Please Me. With The Beatles. A Hard Day's Night, Beatles for Sale. Help! Rubber Soul. Revolver. Sgt Pepper's Lonely Hearts Club Band, The Beatles (White Album), Yellow Submarine, Abbey Road, Let it Be.*

All the songs: A Day in the Life /A Hard Day's Night / A Taste of Honey / Across the Universe / Act Naturally / Ain't She Sweet / All I've Got to Do / All My Loving / All Together Now/ All You Need Is Love / And I Love Her/ And Your Bird Can Sing/ Anna (Go to Him) / Another Girl / Any Time at All / Ask Me Why /Baby It's You /Baby You're a Rich Man / Baby's in Black / Back in the USSR / Bad Boy/ Ballad of John and Yoko / Because / Being for the Benefit of Mr. Kite! / Bésame Mucho / Birthday / Blackbird / Blue Jay Way / Boys / Can't Buy Me Love / Carry That Weight/ Chains / Come Together / Cry Baby Cry / Cry for a Shadow / Day Tripper / Dear Prudence / Devil in Her Heart / Dig a Pony / Dig It / Dizzy Miss Lizzy / Do You Want to Know a Secret / Doctor Robert / Don't Bother Me / Don't Let Me Down / Don't Pass Me By / Drive My Car / Eight Days a Week / Eleanor Rigby / Every Little Thing / Everybody's Got Something to Hide Except Me and My Monkey / Everybody's Trying to Be My Baby / Fixing a Hole / Flying / For No One / For You Blue / Free as a Bird / From Me to You / Get Back / Getting Better / Girl / Glass Onion /Golden Slumbers / Good Day Sunshine / Good Morning Good Morning /Good Night / Got To Get You Into My Life / Happiness Is a Warm Gun / Hello, Goodbye / Help! / Helter Skelter / Her Majesty / Here Comes the Sun / Here, There and Everywhere / Hey Bulldog / Hey Jude/Hold Me Tight/Honey Don't/Honey Pie /I Am the Walrus/I Call Your Name/I Don't Want to Spoil the Party/I Feel Fine/I Got a Woman/I Me Mine / I Need You / I Saw Her Standing There / I Should Have Known Better / I Wanna Be Your Man / I Want to Hold Your Hand / I Want to Tell You / I Want You (She's So Heavy) / I Will / If I Fell / If I Needed Someone / I'll Cry Instead / I'll Follow the Sun / I'm a Loser / I'm Down / I'm Happy Just to Dance with You / I'm Looking Through You / I'm Only Sleeping / I'm So Tired / In My Life / In Spite of All the Danger / It Won't Be Long / It's All Too Much / It's Only Love / I've Got a Feeling / I've Just Seen a Face / Julia / Kansas City/Hey, Hey, Hey, Hey / Komm Gib Mir Deine Hand / Lady Madonna / Leave My Kitten Alone / Let It Be / Like Dreamers Do / Little Child / Long, Long, Long / Long Tall Sally / Love Me Do / Love You To / Lovely Rita / Lucy in the Sky with Diamonds / Maggie Mae / Magical Mystery Tour / Martha My Dear / Matchbox / Maxwell's Silver Hammer / Mean Mr. Mustard / Michelle / Misery / Money (That's What I Want) / Mother Nature's Son / Mr. Moonlight / No Reply / Norwegian Wood (This Bird Has Flown) / Not a Second Time / Not Guilty / Nowhere Man / Ob-La-Di, Ob-La-Da / Octopus's Garden / Oh! Darling / Old Brown Shoe /One After 909 / Only a Northern Song / Paperback Writer / Penny Lane / Piggies / Please Mr. Postman / Please Please Me / Polythene Pam / P.S. I Love You / Rain / Real Love / Revolution / Revolution 1 / Revolution 9 / Rock and Roll Music / Rocky Raccoon / Roll Over Beethoven / Run for Your Life / Savoy Truffle / Sexy Sadie / Sgt. Pepper's Lonely Hearts Club Band / Sgt. Pepper's Lonely Hearts Club Band (Reprise) / She Came in Through the Bathroom Window / She Loves You / She Said She Said / She's a Woman / She's Leaving Home / Sie Liebt Dich / Slow Down / Something / Strawberry Fields Forever / Sun King / Taxman / Tell Me What You See / Tell Me Why / Thank You Girl / That'll Be the Day/ The Continuing Story of Bungalow Bill / The End / The Fool on the Hill/ The Inner Light / The Long and Winding Road / The Night Before / The Word / There's a Place / Things We Said Today / Think for Yourself / This Boy / Ticket to Ride / Till There Was You / Tomorrow Never Knows / Twist and Shout / Two of Us / Wait / We Can Work It Out / What Goes On / What You're Doing / When I Get Home / When I'm Sixty-Four / While My Guitar Gently Weeps / Why Don't We Do It in the Road? / Wild Honey Pie / With a Little Help from My Friends / Within You Without You / Words of Love / Yellow Submarine / Yer Blues / Yes It Is / Yesterday / You Can't Do That / You Know My Name (Look Up the Number) / You Like Me Too Much / You Never Give Me Your Money / You Won't See Me / Your Mother Should Know / You're Going to Lose That Girl / You've Got to Hide Your Love Away

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will recognize developmental trends in the compositions of the Beatles.
- Learners will discriminate between, and identify, songs composed by each individual member based on inherent stylistic traits.
- Learners will summarize concepts learned in selected essay questions.

Software/Resources:

- Every Beatles Album and Song on Facilitator's computer
- Presentations created on Keynote
- Movies on DVD - A Hard Day's Night. HELP! Anthology (complete, with appropriate censorship)
- Facilitator-created handbook for learners.

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.