

CURRICULUM  
FOR  
CONTEMPORARY  
ISSUES AND THE  
ARTS  
GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Meagen Spatz**

**Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
Course Name: **Contemporary Issues and the Arts**  
Grade(s) **10-12**

Date of Board Adoption:  
**September 21, 2021**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Contemporary Issues and the Arts: Grades 10-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Music/Art as a Means of Communication	4 weeks
2	Music That Expresses Emotions, Tells a Story, or Makes a Statement	4 weeks
3	Multicultural Perspectives	4 weeks
4	Jazz: Historical Perspectives	4 weeks
5	20th Century Innovation and Risk-Taking	6 weeks
6	Protest Music/Art	6 weeks
7	Women in Music/Art	6 weeks
8	Hip Hop Culture	6 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> </ul>

- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Music as a Means of Communication

**Target Course/Grade Level:** Grades 9-12

**Unit 1 Summary:** In this unit, we will look at the expressive elements of music and art. We ask how composers/artists throughout history have used their arts as a means of communicating ideas and emotions. We look at the basic foundation of music and art and start to explore techniques and strategies that are used in the creation of various art forms. We seek to find how artists have inspired some change in the world or their target audience.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12prof.Re7a.** Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
- 1.2.12prof.Re7b.** Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Re7a.** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re7b.** Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.
- NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

### **Unit Understandings:**

*Students will understand that...*

- Music/Art is a language that communicates thoughts, ideas, and emotions.
- Western Music has a unique written notation.
- Musical symbols represent agreed upon concrete ideas or information.
- Rhythm is the most basic element of music.
- All art requires organization and structure.
- Rhythms are mathematical and are subdivided based on the smallest available note value
- The fundamentals of art are the building blocks of and artwork.
- The basic fundamentals of visual art are color, composition, value, form, brushwork, and perspective.

### **Unit Essential Questions:**

- How does the music/art of different historical periods influence the artists of today?
- How has modern day technology influenced how we listen to and create art?
- **How have different cultures, particularly those of African and Latinx peoples, influenced American Popular Culture?**
- In what ways do composers/artists use music/art as a means of expression or communication?
- How can musical sounds be representative of thoughts and/or emotions?
- How can color, composition, value, form, brushwork and perspective be representative of thoughts and/or emotions?



## Knowledge and Skills:

*Students will know...*

- The development of musical elements and how they were implemented by composers of different periods.
- The major historical periods of music/art and representative composers/artists.
- How the development of music/art in each musical period influenced future composers/artists.
- The basic vocabulary of music.
- How various forms of technology are used in the creation, production, advertisement, and enjoyment of the arts.
- **How music/art of various other cultures has influenced Western culture.**
- That composers and artists seek to use music as a means of expressing or communicating ideas.
- The basic concepts of musical construction, which allow composers/musicians to express specific ideas or emotions through musical sound.
- Color theory refers to the body of principles which address how we see color and what it is. Color mixing and application is all about taking what we know about color and effectively translating that into our paintings.

*Students will be able to...*

- Identify the different elements of music and how each element functions in music's construction.
- Identify the different elements of visual art and how each element functions in art's construction.
- Demonstrate knowledge of various stylistic periods of music/art.
- Familiarize themselves with historical and modern day artists of different styles & genres.
- Discuss the ways in which composers/artists create their art, both independently and collaboratively, and use these arts as a means of expression.
- Experience how technology affects their understanding and enjoyment of the arts.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Oral presentations
- Listening projects, group and individual
- Reading assignments and responses
- Submission of various media examples
- Occasional homework
- End of unit assessment

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions on a given topic
- Have access to and make use of computers/Chromebooks for MusicFirst software such as Focus on Sound
- “Top 10 Moments in Music History” on watchmojo.com
- NPR Classnotes videos
- “The Story of Music” and “How Music Works” documentaries by Howard Goodall
- Occasional assignments using supplemental materials such as the poem “We are the Music Makers” by Arthur O’Shaughnessy
- Use of Google Slides presentations, worksheets and small group activities
- Focus on Sound lessons and activity templates.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Various internet resources including, but not limited to, the World Wide Web, YouTube and MusicFirst software
- Lesson Plans
- Facing History and Ourselves blogs, workshops, and video resources.
- “The Story of Music” and “How Music Works” documentaries by Howard Goodall
- Norton Anthology of recorded music CDs

**Equipment Needed:**

- Whiteboard
- Computer
- Projector
- Sound system

## *UNIT OVERVIEW*

**Content Area:** Music and Art

**Unit Title:** Music/Art that Expresses Emotions, Tells a Story, or Makes a Statement

**Target Course/Grade Level:** Grades 9-12

**Unit 2 Summary:** In this unit we will look specifically at the music and art from the 19<sup>th</sup> Cent American culture. We will discuss the Gilded Age, Transcendentalism, Romanticism, Impressionism, and Abolitionism. Looking at music, visual art and literature/poetry from this period, we will take a deep delve into the movements that helped shape American life and popular culture and see how we are still feeling the effects of these movements in modern American society.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

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- 1.2.12prof.Re7b.** Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.
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#### **Career Readiness, Life Literacies, and Key Skills:**

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- RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### Unit Understandings:

*Students will understand that...*

- Transcendentalism was an artistic and literary movement from the early 1800's that grew out of the religious movement of Unitarian Universalism. Artists and authors moved towards emotional expression, embraced idealism and nature, and opposed materialism.
- **Transcendentalist artists were among the first Abolitionists and felt strongly about bringing about an end to slavery in America.**
- Romanticism was an outgrowth of Transcendentalism and a direct response to The Industrial Revolution, particularly in music and literature, where artists and authors focused on expressing emotional experiences and greatly emphasized both nature and the supernatural.
- The Gilded Age was a time of rapid economic growth during the late 19<sup>th</sup> Cent. when financial giants like John D. Rockefeller built the free-market economy that now governs much of American life. **It was also a period of abject poverty and economic injustice, particularly for immigrants and people of color.**
- **Slavery, The Civil War and subsequent Reconstruction had a profound effect on the daily life of all Americans during this century.**
- **During this time period, homosexuality was considered a sin and, in many cases, a crime. Homosexual artists were forced to hide their sexuality and this, in turn, affected their art.**
- Composers (and other artists) set out to create music (and other art) which tells a specific story, represents specific characters, and/or expresses specific emotions.
- Composers use specific techniques, including but not limited to, use of Major vs Minor tonality, tone painting, & various motifs to accomplish the above goal. Artists use color, texture, line, form and composition are used in the same way. Authors use metaphor, symbolism, and foreshadowing.
- The response/reaction of the audience is the test of whether or not the composer was effective. In the context of different cultures, time periods, social/economic climates the audience response will vary, perhaps widely.
- We can use cultural and societal contexts to aid us in analyzing the arts of that period/culture.

## Unit Essential Questions:

- Why do historians and musicologists categorize music into historical time periods?
- How have the artistic movements of the 19<sup>th</sup> C. been influential on modern society?
- How are artists influenced? In what ways is their influence gleaned through their art?
- How does technology influence both the creation and understanding of music and art?
- Why does a composer set out to tell a story or express emotions through music?
- Are there different cultural contexts for the expression of emotions?
- In what ways do composers/musicians use music as a means of expression or communication?
- How can musical sounds be representative of thoughts and/or emotions?
- How is artistic expression affected by political, economical and religious events? How does art effect these things?

## Knowledge and Skills:

*Students will know...*

- Various different compositional/artistic techniques composers/artists use to create the art they wish to create.
- Representative composers, authors and artists of the 19<sup>th</sup> C. and its artistic movements.
- How the culture and society of the time/country factored into the creation of its music/art.
- How increasing technological development influences and affects the creation of music/art.
- How art of various other cultures has influenced American art.
- That composers and artists seek to use their arts as a means of expressing or communicating specific ideas.
- **How slavery in America and the Civil War profoundly affected American life and, since art is a reflection of the culture of the people, how arts in this Century were profoundly affected as well.**
- **Homosexual artists such as Piotr Tchaikovsky, Percy Bysshe Shelly, and Edgar Allen Poe were forced to hide and repress their sexual identity. Consequently, they were plagued with mental health issues and their arts are some of the most provocative and heart-wrenching of the age.**

*Students will be able to...*

- Demonstrate knowledge of Program Music and its representative composers.
- Demonstrate knowledge of Transcendental literature and its representative authors.
- Demonstrate knowledge of Romantic art and its representative artists.
- Discuss how music, art, and literature of this period have similarities and how artists worked together to affect change and influence leaders of society.
- Familiarize themselves with historical and modern day artists of different musical styles, including but not limited to, “Classical” Art Music, Jazz, Rock, Rap/HipHop, Country/Western, and Indie genres.
- Discuss the ways in which composers/artists create their art, both independently and collaboratively, and use this art as a means of expression.
- Demonstrate how technology affects the creation of, as well as their understanding and enjoyment of arts.
- **Understand the profound effect and influence of Slavery on American society.**
- **Understand the value of being authentically “you” in art and artistic expression.**

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Oral presentations
- Listening projects, group and individual
- Occasional written tests/quizzes
- Occasional homework
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities
- Have access to and make use of computers/Chromebooks for MusicFirst resources such as Focus on Sound.
- Use of Google Slides Presentations
- “Marsalis on Music” video library
- “Scandalous Overtures” docuseries
- “The Story of Music” with Howard Goodall
- Occasional assignments using supplemental materials

## ***RESOURCES***

### **Teacher Resources:**

- Various internet resources including, but not limited to, the World Wide Web, YouTube and MusicFirst software

Lesson Plans · Facing History and Ourselves blogs, workshops, and video resources. · “The Story of Music” and “How Music Works” documentaries by Howard Goodall · Norton Anthology of recorded music CD’s

### **Equipment Needed:**

- Piano
- Computer/Chromebooks

- CD/DVD player
- Whiteboard
- LCD Projector



## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Multi-cultural Perspectives

**Target Course/Grade Level:** Grades 9-12

**Unit 3 Summary:** This unit will take a look at how musicians and artists from around the world navigate social injustice, civil rights, war, and cultural turbulence using music and art as a means of retaining culture, as a form of protest, as a peacekeeping agent, and to empower their people. Cultures from countries/regions in current news stories will feature prominently in this unit, as well as the cultures represented by the students in the class.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4c.** Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Re7a.** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re7b.** Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

**1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

#### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

#### **Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.

**NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Every culture has its traditional music & art forms, which are indigenous and steeped in the cultural history of the people who create and practice it.
- Many cultures practice a traditional or folk music which is dramatically different from popular music. Examples include, but are not limited to, Peking Opera, Javanese Gamelan, Afro-cuban drumming, Drum/Dance/Song forms of Sub-Saharan Africa, Bluegrass & the music of Appalachia, Mariachi, Australian didgeridoo, Quechua & Aymara Dance forms, sitar/tabla music, Raqs Sharki (belly dancing music).
- Traditional indigenous music, dance, and art forms are often used to provide cultural stability, to bring about a resurgence of cultural pride, to educate the young, to bring historical significance to an event or occasion, in celebration and praise.
- Indigenous folk music is rarely, if ever, mainstream, although elements of its tradition are frequently infused into mainstream popular music.
- Indigenous folk art is almost always taught by rote, handed down through oral tradition.
- Often the traditional music and art of a culture will be banned from creation and performance by a dictator, tyrant, or tyrannical party as a means of asserting control over the people in an attempt to remove their identity.

### **Unit Essential Questions:**

- Why is traditional indigenous music important to the culture of a region or country?
- How does traditional indigenous music contain a record or log of the history of its people?
- In what way do traditional musicians/artists provide cultural stability, a sense of national pride, and/or impart historical significance?
- What are “oral tradition” and “rote learning” and why are they important in terms of musical expression?

## Knowledge and Skills:

*Students will know...*

- The respective countries/regions/cultures and their traditional indigenous music being studied in this unit.
- Different traditional musics have their basis in different musical systems; they make use of different scales/musical vocabulary and notation systems.
- The vocabulary associated with this unit. For example, Raqs Sharki is the proper name for Belly Dancing and the music which accompanies it.
- Names of significant figures throughout history that have become well-known for their traditional music contributions. (i.e. Woody Guthrie, Baaba Maal)
- The instruments associated with the traditional music of specific regions or cultures.
- How to learn by rote.
- The scales, systems, and basic elements of music which form the basis for each traditional music genre.
- A variety of visual, dance and theater arts that are associated with specific regions or cultures.

*Students will be able to...*

- Identify the region of origin based on listening to musical examples.
- Discuss cultural and historical aspects of various world regions and how their music and art connects society to culture.
- Cite examples of significant artists and works of art or music given a country or region.

## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Oral presentations
- Listening projects, group and individual
- worksheets and quizzes
- Occasional homework
- End of unit assessment

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities

- Have access to and make use of computers/Chromebooks for MusicFirst software such as Focus on Sound.
- *Zikrayat* reproducible materials
- Watch videos/documentaries such as Putumayo Presents World Music videos and other genre specific YouTube clips.
- Assignments using supplemental materials
- Any students who play an ethnic instrument learned from a family member who will volunteer to present to the class.
- World Music Excursions listening CD's and readings from the text.
- Opportunities for students to see, hear and touch various ethnic instruments.
- Possible special guest presenters.

## *RESOURCES*

### **Teacher Resources:**

- Various internet resources including, but not limited to, the World Wide Web, YouTube and MusicFirst software.
- Lesson Plans
- Facing History and Ourselves blogs, workshops, and video resources
- “The Story of Music” documentary series by Howard Goodall
- Excursions in World Music by Bruno Nettl

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** The Influence of Slavery on 20<sup>th</sup> & 21<sup>st</sup> C. American Pop Culture

**Target Course/Grade Level:** Grades 9-12 Unit 4 Summary: In this unit we will investigate the origins of Jazz, Rock, Pop, and Hip-Hop Music and the artistic movements that correspond with these genres. Taking a look from a historical perspective, we will discuss the emergence of the Jazz idiom out of European Classical/Opera, Brass Bands & Military Marches, Ragtime, Afro-Cuban drumming and dancing contributed by slaves in the American South, and the music of the Caribbean, and The Blues. We will see how the culture developed by the enslaved peoples in spite of their enslavement contributed profoundly to all popular art, music and dance from the 19<sup>th</sup> cent until present day.

**Approximate Length of Unit:** 4 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.1.2.Re7b.** Observe and describe performed dance movements from a specific genre or culture.
- 1.1.2.Re8a.** Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
- 1.1.2.Cn11a.** Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.

**NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

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**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

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**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Jazz is a truly American art form which grew out of the American South and was greatly influenced by the culture of the enslaved peoples.
- Jazz was born and first developed in New Orleans, specifically in a place called Storyville, and then moved to Chicago, Los Angeles, and New York City.
- Jazz was born out of a melting pot of various other well-established musical genres.
- Jazz music emphasizes individuality/individual expression, risk-taking and innovation, team-work and compromise, communication, diversity and mutual respect.
- Because of Jazz, a new, burgeoning recording industry came into being.
- Early Jazz musicians were innovators, risk-takers, and often outcasts of society.
- Much Jazz music is based on a scale known as the Blues Scale and uses the 12-Bar Blues progression
- Jazz music inspired the development of modern popular music genres including, but not limited to, Rock, Country Western, Pop and Hip-Hop.
- Minstrelsy, Tin Pan Ally, and the beginnings of Broadway were also outgrowths of and in conjunction with the development of Jazz.
- Minstrelsy took racism to new heights in America, creating tropes and racial stereotypes that are still present in Modern-day media.
- African and Afro-Cuban dance played a role in the development and refining of American Pop Culture in the 20<sup>th</sup> Cent.
- The Harlem Renaissance was a cultural revolution for African Americans between the years 1910-1930 where black musicians and authors featured prominently in helping to establish Black Culture after the Great Migration.

### **Unit Essential Questions:**

- Out of which previously established genres did Jazz develop?
- Why is the austere beginning of Jazz important in terms of Jazz's value to society?
- How was Jazz revolutionary, and what was important about its revolutionary nature?
- What is improvisation and why is this important?
- What is the Harlem Renaissance and what was its importance in American cultural development.
- How was dance used by the slaves and in what ways do the African dance forms influence music, other arts, and society?



- Why is the emergence of recording technology and a recording industry important and what did it do for American culture?
- How did Minstrelsy affect America and what did it do for Black Americans in the 20<sup>th</sup> Cent?

### **Knowledge and Skills:**

#### *Students will know...*

- European Classical music and opera, British Brass Bands, American Military Bands (especially marches), Ragtime, Afro-Cuban drumming and dance music, and music of the Caribbean Islands and West Indies all contributed to the early development of Jazz.
- The first Jazz (Jass) was New Orleans Jazz (sometimes referred to as Dixieland Jazz) and started in a place called Storyville – the “Red Light District” of New Orleans.
- Jazz music was rebellious and born out of a need for a kind of individual self-expression not yet available.
- Minstrel troupes played an important role in the early development and popularity of Jazz. Minstrelsy was America’s first cross-national entertainment and allowed for all Americans to enjoy the same entertainment for the first time, thus profoundly altering the course of American Popular Culture.
- Minstrelsy brought racism in America to new heights and created tropes that are still present in modern-day media.
- The first recognized jazz musician was Buddy Bolden. The first recognized composer of Jazz music was Jelly Roll Morton. The first recording of Jazz music was “Livery Stable Blues” by the Original Dixieland Jass Band.
- Other early important Jazz Musicians were Louis Armstrong, Sidney Bechet, and King Oliver.
- The Blues Scale and the 12 Bar Blues Progression.
- There are a wide variety of Jazz subgenres and each contributes a little differently to the overall idiom of Jazz
- The importance of composer/band leader James Reese Europe.
- The importance of new dances like the Foxtrot and the Lindy and dancers Vernon and Irene Castle.
- Out of Jazz grew many other popular music forms. Jazz is still inspiring new music today.

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

- Tell the difference between examples of different jazz sub-genres (i.e. compare and contrast New Orleans Jazz with Big Band Swing).
- Identify important figures in the development of Jazz and their contributions.
- Read selections of “How Jazz Can Change Your Life” by Wynton Marsalis and discuss implications in society and their own lives.
- Discuss the impact Jazz had on the development of popular music.
- Discuss the value of jazz characteristics in improving American society.
- Understand the value and importance of dance to the slaves and to 20<sup>th</sup> C. American culture.
- Debate the pros and cons of minstrelsy.
- Find examples of minstrel tropes in modern movies and TV.

## *EVIDENCE OF LEARNING*

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class.
- Listening projects – compare and contrast various jazz subgenres.
- Good class attendance
- From Ragtime to Rock reproducible worksheets and quizzes by Daniel Glass.
- Watch Jazz! by Ken Burns and complete worksheet to be collected.
- Written responses to selections of Moving to Higher Ground: How Jazz Can Change Your Life by Wynton Marsalis.
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities
- Have access to and make use of computers/Chromebooks
- Engage in listening activities – The Hot Five and Hot Seven discologies and others
- Excerpts of Jazz! by Ken Burns and subsequent worksheets
- Marsalis on Music video library and From Ragtime to Rock Documentary Series with curriculum materials by Daniel Glass.
- Reading assignments/written responses from Moving to Higher Ground: How Jazz Can Change Your Life by Wynton Marsalis
- Possible Field trip to Lincoln Center in NYC or other field trip.

## *RESOURCES*

### **Teacher Resources:**

- Various internet resources including, but not limited to, the World Wide Web, YouTube and MusicFirst software
- Lesson Plans
- “From Ragtime to Rock” documentary series and reproducible materials by Daniel Glass
- Jazz! by Ken Burns
- Moving to Higher Ground; How Jazz Can Change Your Life by Wynton Marsalis
- Facing History and Ourselves blogs, workshops, and video resources.
- Jazz at Lincoln Center and Jazz for Teens resources Equipment Needed:
- Piano

- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** 20th Century– Innovation and Risk Taking

**Target Course/Grade Level:** Grades 9-12

**Unit 5 Summary:** As the 20th century moves toward its mid-point, composers and artists are impacted and emboldened by two World Wars, the Great Depression, the progress of technology, and drastic changes in global society. We will take a look at the emergence of Avant-Garde in music and art: Impressionism, Serialism, Minimalism, Atonality and Pan-diatonicism, & electronics in music. Artists such as Pablo Picasso, and Salvador Dali will be discussed as well as modern dance icon Isadora Duncan. We will also discuss the establishment of Sun Records and Decca Records as the first major record labels.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.1.2.Re7b.** Observe and describe performed dance movements from a specific genre or culture.
- 1.1.2.Re8a.** Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
- 1.1.2.Cn11a.** Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

**1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.

**Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.

**NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Global turmoil such as World War I, World War II, economic depression, communism and tyranny resulted in drastic and lasting societal changes.
- Musicians and Artists responded to an ever-changing world with their art
- Advancements in technology made new artistic techniques possible and therefore never-before-thought-of artistic expression was now possible.
- Not everyone responded to the changes in the same way and disagreements often turned into controversy.
- Decca Records was first established in Great Britain as a classical music label and then moved to the US in 1937. This record label became important to the development of popular music in America and around the globe signing the likes of Bing Crosby and Al Jolson.
- **Sun Records was founded in Memphis, TN in 1952 as a label that would sign both black and white artists and would work towards racial equality in the music industry. This label made Elvis Presley and Roy Orbison, Jerry Lee Lewis and Johnny Cash Famous.**

### **Unit Essential Questions:**

- What societal, cultural, and economic implications did the World War I, World War II and the Great Depression have on America and the global world?
- How did the American government respond to this time of turbulence and societal change? How did the American people respond?
- What was the impact of art and music during this time period?
- Which artists had the most impact and why?
- How did advancements in technology change the creation of art/music and in what direction did technology lead artists?

### **Knowledge and Skills:**

*Students will know...*

- Dates of and countries involved in both World War I and World War II.
- Relevant information about the Great Depression in America.
- How people in general and artists in particular were affected by Nazi Germany.

- Names and significant contributions of key figures in America and other pivotal countries during this time period.
- Names of composers/artists and significant contributions in the development of new music and art during this time.
- Various different new genres of music and art which developed during this time, including but not limited to, Impressionism, Minimalism, Cubism, Serialism, Avant-Garde, Atonality.
- The concept of a tone row and how composers used this as a basis for a composition.
- The important names and dates with regard to the establishment of Decca Records, its affiliations in Great Britain and the US and how it affected the development of popular music.

*Students will be able to...*

- Discuss the various compositional techniques that emerged towards the end of the 19th and beginning of the 20th century in Western art music.
- Compare and contrast important musical figures of this time.
- Identify which genres included works of both music and visual art.
- Identify artists such as Pablo Picasso and Salvador Dali who contributed to modern art genres developed during this time.
- Compare and contrast examples of visual art from this period.
- Use Soundation software to compose a piece of music based on the soundscape of this time period.
- Discuss popular music of the time – artists like Bing Crosby, Frank Sinatra, Tommy Dorsey and Irving Berlin.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Presentations of student compositions
- Listening projects, group and individual
- Occasional written tests/quizzes
- Occasional homework
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities
- Have access to and make use of computers/Chromebooks

- “Soundtracks” by CNN and *20<sup>th</sup> Century Greats* and *Big Bangs* with Howard Goodall documentary series
- Use Soundation software to compose a piece of music in the 21st Century framework (innovation, color, experimentation).
- Engage in listening activities
- Watch videos of performances, documentaries, and discussions on music/art
- Occasional assignments using supplemental materials

## ***RESOURCES***

### **Teacher Resources:**

- Various internet resources including, but not limited to, the World Wide Web, YouTube and MusicFirst software
- Lesson Plans
- “Jazz!” by Ken Burns and “The Story of Music” with Howard Goodall
- Facing History and Ourselves blogs, workshops, and video resources
- Norton Anthology of recorded music CD’s
- “Soundtracks” by CNN and *20<sup>th</sup> Century Greats* and *Big Bangs* with Howard Goodall documentary series’

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector



## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Protest Music/Art

**Target Course/Grade Level:** Grades 9-12

**Unit 5 Summary:** This unit looks at the impact and effect of popular music and visual art on the American people in terms of its response to The Civil Rights Movement, The Vietnam War, and other turbulent events of the mid-20<sup>th</sup> Cent. We will also discuss the impact of the Motown record label and the Woodstock music festival. The end of this unit will trace the evolution of protest arts into the 21<sup>st</sup> Century culminating in discussions of the Black Lives Matter and #MeToo movements and how artists used their arts to motivate America during the 2016 and 2020 Presidential elections.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- 1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human

experiences.

**1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.

**NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Musicians and artists had a strong impact on the American people in terms of the Civil Rights Mvt, the Vietnam War, and other pivotal aspects of this turbulent time.
- Contributions of musicians/artists such as Bob Dylan, Joan Baez, The Beatles, Arlo Guthrie, Ronald Haeberle, Peter Saul, Carl Andre, Norman Carlberg and Nancy Spero and others gave people a voice for their concerns, role models and leaders in social justice, and an inspiration to act and effect social change.
- We can relate the societal and political turbulence of the 60's to today's America.
- New technologies and the evolution of television dramatically changed the creation, consumption, and availability of music and art.

### **Unit Essential Questions:**

- In what ways do musicians, composers and artists use their art as a means of communication and expression of ideas?
- How does music illicit an emotional response from the listener?
- How did advancements in technology change the creation of art/music and in what direction did technology lead artists?
- How is the work of key activist figures from the mid-20<sup>th</sup> C. still ongoing and relevant in today's world?

### **Knowledge and Skills:**

*Students will know...*

- Key figures from the Civil Rights Movement such as Martin Luther King, Jr, Bobby Seale, Jesse Jackson and important events such as The Civil Rights Act of 1964, The March from Selma to Montgomery, and Brown vs. Board of Ed. Supreme Court decision and Woodstock.
- Key political figures such as John F. Kennedy, Robert Kennedy, J. Edgar Hoover, Nelson Mandela, Mao Tse Tung, and Fidel Castro.

- Key figures in music and art whose activism was particularly impactful in American society such as Bob Dylan, Joan Baez, John Lennon, Arlo Guthrie, David Crosby, Jim Morrison, Pete Seeger, Andy Warhol, Jackson Pollock, Ronald Haeblerle, Peter Saul, Carl Andre, Norman Carlberg and Nancy Spero and more.
- Technological advancements of the 1960's such as the Moog Synthesizer, electronic amplification and manipulation of sound, and growing popularity of television and how they affected the creation, consumption and popularity of music and art.
- The impact of Woodstock on society, the music industry and American activism.
- How the emergence of Graffiti art and Hip Hop Culture influenced and changed activism in the latter half of the 20<sup>th</sup> century.

*Students will be able to...*

- Discuss and debate the influence of musicians and artists on the American people in terms of the Civil Right Movement, the Vietnam War and other pivotal aspects of this turbulent time.
- Identify the specific contributions of artists such as Bob Dylan, Joan Baez, The Beatles, Arlo Guthrie, Andy Warhol, Ai WeiWei, Banksy and more.
- Relate the societal and political turbulence of the Civil Rights/Vietnam era to today's America.
- Describe how new technologies changed the creation, consumption, and availability of music and art.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Presentations of student compositions
- Listening projects, group and individual
- Occasional written tests/quizzes
- Occasional homework
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities
- Have access to and make use of computers/Chromebooks
- “Soundtracks” by CNN and *20<sup>th</sup> Century Greats* and *Big Bangs* with Howard Goodall documentary series
- Use Soundation software to compose a piece of music in the 21st Century framework (innovation, color, experimentation).

- Teachrock.org lessons including *The Protest Tradition, Seventies – Fragmentation Begins, Social Soul: The Roots of Hip Hop* and *Alright and the History of Black Protest Songs*.
- Watch videos of performances, documentaries, and discussions on music/art
- Occasional assignments using supplemental materials

## *RESOURCES*

### **Teacher Resources:**

- Participate in class discussions
- YouTube clips of live performances
- Documentaries such as *The Sixties* on PBS, *Soundtracks* on CNN, *20<sup>th</sup> Century Greats* and *Big Bangs* by Howard Goodall.
- [Youth, Mass Culture, and Protest: The Rise and Impact of the 1960's Antiwar Music](#)
- "From Ragtime to Rock" documentary series and reproducible materials by Daniel Glass
- TeachRock.org
- Facing History and Ourselves

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Contributions of Women in Music and Art

**Target Course/Grade Level:** Grades 9-12

**Unit 5 Summary:** This unit will examine the role of women in music and art. We will travel back in time, all the way to 11th Century Germany, where Hildegard Von Bingen was influencing kings from her Abby in the Rhineland. Throughout this unit we will see how women have played an important role in the creation and development of music and art throughout history. We will discuss how women such as Anna Magdalena Bach and Clara Schumann had to publish their compositions under their husband's names, how Florence Price became the first black woman composer (of classical music) and how women such as Ellen Taffe Zwilich, Amy Beach, and Nadia Boulanger broke the mold of the classical composer. Works of visual artists such as Georgia O'Keefe and Frida Kahlo will be viewed and discussed, as well as the work of women in popular culture such as Queen Latifah, and Lady Gaga. Finally, we will learn about the Epidemic of Invisibility in Television and Film and discuss how we as consumers can influence and change what is seen on TV and in the theaters.

**Approximate Length of Unit:** 3 weeks

## *LEARNING TARGETS*

**NJ Student Learning Standards:\**

- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- 1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.
- NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

- RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.1.** Write arguments focused on discipline-specific content.
- WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Throughout history, women have had a significant impact on the creation and development of music and art.
- Despite the contribution of women, musical and artistic pursuits were thought of as masculine endeavors for much of history.
- Women have fought for and been denied an equal share of the recognition and respect for their artistic contributions. Today it is still not a “level playing field” for men and women as professional musicians and artists.

### **Unit Essential Questions:**

- Where do the precepts of a patriarchal society begin?
- In the fight for gender equality, what do women hope to gain?
- Why is the contribution of women significant in the history and development of music and art?
- Are feminine attributes different than masculine attributes? Does this matter? If it matters, how does it affect the creation of music and art.

### **Knowledge and Skills:**

*Students will know...*

- Names and significant works of important women composers and artists, including (but not limited to) Kassia of Constantinople, Hildegard von Bingen, Ana Magdalena Bach, Fanny Mendelsohn, Clara Schumann, Amy Beach, Nadia Boulanger, Ellen Taffe Zwillich, Florence Price, Lil Hardin Armstrong, Billie Holiday, Carol King, Joni Mitchell, Cindy Lauper, Carly Simon, Stevie Nicks, Queen Latifah, Lady Gaga, Élisabeth Louise Vigée Le Brun, Georgia



O’Keefe, Augusta Savage, Frida Khalo, Elaine Sturtevant, Yayoi Kusama, Marina Abramovic, Adrian Piper and more.

- Women authors were also vital in their contributions to society and suffered many of the same stigmas and prejudices that women artists suffered. Among the more important are Mary Wollstonecraft, Mary Shelley, Emily and Charlotte Bronte, Virginia Woolfe, Jane Austin, Harper Lee, Toni Morrison, Zora Neale Hurston, Alice Walker, Harriet Beecher Stowe, and many more.
- How the works of these women compares to that of their male peers.
- Women were considered the property of their fathers and husbands in many societies for hundreds of years and had no rights as citizens and therefore could not take credit or compensation for their work.
- Women often published music (literature and visual art etc.....) under the names of their husbands and the men were publicly given the credit.
- According to *Billboard*, 7 of the top ten highest paid musicians in 2020 were men. According to the *Forbes* list, it’s 8 out of 10. So in 2020, women in the music industry are still fighting for equal pay.

*Students will be able to...*

- Name important women in music and art and discuss their contributions to their art and society.
- Compare and contrast the work of women artists with that of their male counterparts.
- Observe ways in which women are still not treated equality in the world of the arts and discuss why this is.
- Observe and identify ways in which women are using their art to fight against inequality for themselves and all women.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Presentations of student compositions
- Listening projects, group and individual
- Occasional written tests/quizzes
- Occasional homework
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions

- YouTube clips of live performances, documentaries such as *Soundtracks* on CNN and *PBS Soundbreaking*
- Teachrock.org lesson plans including *Second Wave: Women's Rights and Music in the 1960's*, *Dolores Huerta and the United Farm Workers*, *Third Wave: Women's Rights and Music in the 1990's*, and "Praying" & "#MeToo" movements.
- VH1 "100 Greatest Women in Music"
- "Gender Violence: Hip Hop Classroom Module" on pbs.org
- Use of MusicFirst apps such as Focus on Sound

## *RESOURCES*

### **Teacher Resources:**

- Teachrock.org
- Womeninmusic.org
- *American Like Me* by America Ferrera
- *We Were There: The Story of Working Women in America* by Barbara Mayer Wertheimer
- *Here's to the Women: 100 Songs for and about American Women* by Wenner and Freilicher
- YouTube.com
- MusicFirst apps

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Protest Music/Art

**Target Course/Grade Level:** Grades 9-12

**Unit 5 Summary:** This unit looks at the impact and effect of popular music and visual art on the American people in terms of its response to The Civil Rights Movement, The Vietnam War, and other turbulent events of the mid-20<sup>th</sup> Cent. We will also discuss the impact of the Motown record label and the Woodstock music festival. The end of this unit will trace the evolution of protest arts into the 21<sup>st</sup> Century culminating in discussions of the Black Lives Matter and #MeToo movements and how artists used their arts to motivate America during the 2016 and 2020 Presidential elections.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- 1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human

experiences.

**1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.

**NJ.S.LSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:\**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**WHST.11-12.1.** Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Musicians and artists had a strong impact on the American people in terms of the Civil Rights Mvt, the Vietnam War, and other pivotal aspects of this turbulent time.
- Contributions of musicians/artists such as Bob Dylan, Joan Baez, The Beatles, Arlo Guthrie, Ronald Haeberle, Peter Saul, Carl Andre, Norman Carlberg and Nancy Spero and others gave people a voice for their concerns, role models and leaders in social justice, and an inspiration to act and effect social change.
- We can relate the societal and political turbulence of the 60's to today's America.
- New technologies and the evolution of television dramatically changed the creation, consumption, and availability of music and art.

### **Unit Essential Questions:**

- In what ways do musicians, composers and artists use their art as a means of communication and expression of ideas?
- How does music illicit an emotional response from the listener?
- How did advancements in technology change the creation of art/music and in what direction did technology lead artists?
- How is the work of key activist figures from the mid-20<sup>th</sup> C. still ongoing and relevant in today's world?

### **Knowledge and Skills:**

*Students will know...*

- Key figures from the Civil Rights Movement such as Martin Luther King, Jr, Bobby Seale, Jesse Jackson and important events such as The Civil Rights Act of 1964, The March from Selma to Montgomery, and Brown vs. Board of Ed. Supreme Court decision and Woodstock.
- Key political figures such as John F. Kennedy, Robert Kennedy, J. Edgar Hoover, Nelson Mandela, Mao Tse Tung, and Fidel Castro.

- Key figures in music and art whose activism was particularly impactful in American society such as Bob Dylan, Joan Baez, John Lennon, Arlo Guthrie, David Crosby, Jim Morrison, Pete Seeger, Andy Warhol, Jackson Pollock, Ronald Haeblerle, Peter Saul, Carl Andre, Norman Carlberg and Nancy Spero and more.
- Technological advancements of the 1960's such as the Moog Synthesizer, electronic amplification and manipulation of sound, and growing popularity of television and how they affected the creation, consumption and popularity of music and art.
- The impact of Woodstock on society, the music industry and American activism.
- How the emergence of Graffiti art and Hip Hop Culture influenced and changed activism in the latter half of the 20<sup>th</sup> century.

*Students will be able to...*

- Discuss and debate the influence of musicians and artists on the American people in terms of the Civil Right Movement, the Vietnam War and other pivotal aspects of this turbulent time.
- Identify the specific contributions of artists such as Bob Dylan, Joan Baez, The Beatles, Arlo Guthrie, Andy Warhol, Ai WeiWei, Banksy and more.
- Relate the societal and political turbulence of the Civil Rights/Vietnam era to today's America.
- Describe how new technologies changed the creation, consumption, and availability of music and art.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class
- Presentations of student compositions
- Listening projects, group and individual
- Occasional written tests/quizzes
- Occasional homework
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions and group activities
- Have access to and make use of computers/Chromebooks
- “Soundtracks” by CNN and *20<sup>th</sup> Century Greats* and *Big Bangs* with Howard Goodall documentary series
- Use Soundation software to compose a piece of music in the 21st Century framework (innovation, color, experimentation).

- Teachrock.org lessons including *The Protest Tradition, Seventies – Fragmentation Begins* and *Social Soul: The Roots of Hip Hop*.
- Watch videos of performances, documentaries, and discussions on music/art
- Occasional assignments using supplemental materials

## **RESOURCES**

### **Teacher Resources:**

- Participate in class discussions
- YouTube clips of live performances
- Documentaries such as *The Sixties* on PBS, *Soundtracks* on CNN, *20<sup>th</sup> Century Greats* and *Big Bangs* by Howard Goodall.
- Youth, Mass Culture, and Protest: The Rise and Impact of the 1960's Antiwar Music
- "From Ragtime to Rock" documentary series and reproducible materials by Daniel Glass
- TeachRock.org
- Facing History and Ourselves

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector

## *UNIT OVERVIEW*

**Content Area:** Music & Art

**Unit Title:** Rap and Hip Hop

**Target Course/Grade Level:** Grades 9-12

**Unit 5 Summary:** This unit will take an in-depth look at the origins of Rap and Hip Hop Music beginning in the South Bronx, NY in the late 1970's. We will discuss the four pillars of Hip Hop: Breakdancing, Rapping, DJing, and Graffiti. Students will critically reflect on the role of Hip-Hop Culture in society, examine and critique a wide variety of Hip-hop music and discuss the direction of Hip-Hop for the future.

**Approximate Length of Unit:** 6 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.2.12acc.Re8a.** Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- 1.2.12prof.Cn11a.** Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).
- 1.3B.12acc.Cr1a.** Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12prof.Pr4a.** Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.5.8.Pr6a.** Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.5.8.Re7a.** Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
- 1.5.8.Re7b.** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
- 1.5.8.Cn11a.** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Cn11b.** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 1.5.12prof.Pr6a.** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- 1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.



### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1. Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

### **Interdisciplinary Connections and Standards:**

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text complexity or above with scaffolding as needed.
- NJ.S.LSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

**WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6.** Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### **Unit Understandings:**

*Students will understand that...*

- Hip Hop culture is based on four pillars: Rap Music, Graffiti art, Breakdancing, and DJ-ing, all of which originated in the South Bronx in the late 1970's.
- Hip Hop culture was an expression of the oppression that poor blacks living in the projects felt. It reflected the injustice, lack of cultural identity, and lack of upward mobility that was felt, especially by young adults.
- The creation and production of Rap music (as well as all main-stream popular music) is steered by the music industry based on ratings and what sells the most albums.
- Rap artists seek to express ideas and concerns through the use of rhyme and rhythm. The beat, groove, and lyrics of rap music are the important elements rather than melody and harmony, which are pervasive in most other forms of music.
- There is a culture of posturing and aggressiveness, particularly among male rap artists, which harkens back to a need to prove oneself and defend against potential threats, real or perceived.

### **Unit Essential Questions:**

- What are the historical factors behind the development of Hip Hop culture?
- How do the Four Pillars (Rapping, Graffiti Art, DJing, and Breakdancing) come together to form the basis of Hip Hop Culture. What is the relevance of each and what influences have shaped them.
- Do the politics and economics of the music industry help or hinder Rap Artists? Why and How?
- How is Hip Hop Culture specifically an expression of Black and Hispanic youth? Is Rap Music effective/realistic in this expression?

### **Knowledge and Skills:**

*Students will know...*

- Names and contributions of significant rappers, graffiti artists, break dancers, and DJ's who contributed to the development of Hip Hop Culture, including but not limited to Clive Campbell - AKA Kool Hurc, Parks Commissioner Robert Moses, James Brown, Afrika Bambaataa, Grandmaster Flash, The Sugarhill Gang, Ice T, and Run DMC.
- How the basic elements of rhythm and meter apply to the creation and performance of rap music.
- How to use digital media (like Garage Band, Audacity, & Soundation) to create beats, grooves, and loops.

- How non-rap artists such as James Brown and Aretha Franklin contributed to the development Hip Hop Culture.
- That the building of the Cross Bronx Expressway was pivotal in creating the conditions which brought about the development of Hip Hop culture.
- That Graffiti Art and Breakdancing are as important to Hip-Hop as Rap music is.
- The basic elements of graffiti art and the difference between the creation of art and the destruction of property.

*Students will be able to...*

- *Discuss the reasons for how and why Hip-Hop came to be.*
- *Understand and identify ways in which the roots of this art and the Four Pillars can still be seen and heard I today's Hip-Hop.*
- *Observe and identify ways in which Hip-Hop has changed and evolved over the last 30 years and discuss reasons for these changes.*
- *Compose lyrics/rhymes for their own rap on a given topic OR create their own graffiti art version of their name OR create their own breakdancing choreography.*
- *Use Soundation Chrome to create their own beats and record themselves rapping.*
- *Compare and contrast Hip-Hop to other genres of music.*

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Intelligent class discussion and debate will be an integral part of assessment for this class.
- Students will choose a rap artist who they feel has been influential in their lives and present the class with information about the artist's life and career, recordings of their music (appropriate for school) and discuss why they feel this artist is influential.
- Essay responses to reading and/or listening assignments.
- “Freshbeats” quizzes and worksheets.
- Hip-Hop creation project
- End of unit assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Participate in class discussions
- YouTube clips of live performances, documentaries such as *Soundtracks* on CNN and *PBS Soundbreaking*
- “Freshbeats” curriculum materials by Robert Vagi

- Teachrock.org lesson plans including *The Historical Roots of Hip-Hop*, *Sampling: The Foundation of Hip-Hop*, *Divergent Paths in the 1990's: Gangsta Rap and Conscious Hip-Hop*, and *Damn: The Art and Importance of Storytelling*.
- Watch and respond to “Media Literacy: Hip Hop Classroom Module” on PBS.org

## **RESOURCES**

### **Teacher Resources:**

- Teachrock.org and PBS.org
- NJPAC Educational Outreach
- “Freshbeats” curriculum materials by Robert Vagi
- YouTube.com
- MusicFirst apps

### **Equipment Needed:**

- Piano
- Computer/Chromebooks
- CD/DVD player
- Whiteboard
- LCD Projector