

**HANDEL TO HIP HOP
GRADES 6 - 8**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Description and Rationale

Handel to Hip Hop is a course designed to give students a survey of music from the classical era to hip hop music of today. This course is open to all students, regardless of the students' past musical background. The goal of Handel to Hip Hop is to help students understand how the music of today is linked to the past.

The course begins with a review of music elements to provide a basic foundation for discussion. The first half of the course centers on the history of Western music, beginning with the music of the middle ages and ending in current classical music.

The second half of the course examines various types of popular music of the 20th century including jazz, rock and roll, pop and hip hop.

Pacing

This enrichment is designed as a semester-long course that will be taught for 42 minutes every other day.

Unit 1: Western Musical Traditions (Medieval/Renaissance Music) (13 Days)

Why Is This Unit Important?

All forms of popular music in American culture can be traced back to the Western Music traditions of Europe. Throughout the Medieval and Renaissance period, churches were at the forefront of developing the concepts of rhythm, melodic counterpoint, harmony, and musical notation that most modern music is based upon.

By exploring the evolution of music theory through the lens of the Western musical tradition of the Medieval/Renaissance period, students will be exposed to the basic vocabulary used in discussing musical concepts and learn how to analyze musical performances.

Enduring Understandings

- Through active listening, students will explore basic elements of music such as melody, rhythm and harmony.
- Students will discuss characteristics of classical, traditional and popular music.
- Students will be able to explain the evolution of music notation.
- Students will explore the evolution of harmony through the development of Gregorian chant, polyphony, and homophony.
- Students will be able to identify and compare music from both the secular and sacred traditions of the Medieval/Renaissance period.
- Students will explore the development of vocal and instrumental music.

Essential Questions

- What vocabulary is necessary to discuss music?
- How are instruments and voice types classified?
- What is a genre of music?
- How did written musical notation evolve?
- Why was the church important to the evolution of Western Music?
- Who were minstrels and what is the difference between sacred and secular music?
- What is Gregorian Chant, polyphony, and Homophony?
- What are madrigals and motets?
- How did instrumental music continue to evolve through the Renaissance Period?

Acquired Knowledge

- Melody, pitch, rhythm and beat are the essential building blocks of music.
- Modern musical notation traditions are rooted in European sacred music.
- The standardization of the church service led to a need for music notation to be standardized.
- As in today's popular culture, secular music during the Medieval Period was used for dancing, parties, and public events.
- The use of polyphony and homophony evolved from sacred music.
- Madrigals and motets were popular the most popular forms of vocal music during the Renaissance.

Acquired Skills

- Students will be able to use musical terminology when analyzing music.
- Students will be able to categorize music into genres and subgenres.
- Students will be able to identify basic musical notation symbols.
- Students will be able to identify monophonic, polyphonic, and homophonic music.
- Students will be able to make connections between the musical traditions of the Medieval/Renaissance period and modern music.

Assessments

Formative Assessment:

- Classroom discussions

Summative Assessment:

- Unit test

Benchmark Assessment:

- Writing prompts based upon listening examples

Alternative Assessment:

- Vocabulary lists of basic music terminology
- Music notation project

Interdisciplinary Connections:

- Students will relate rhythmic musical notation to fractions. Math
- Students will study the lyrics to vocal music and relate its phrasing and meter to poetry. Language Arts
- Students will study the culture of the time period through its music and make historical connections. History and Social Studies

Technology:

- YouTube and/or other streaming music services
- Sibelius or other music notation software
- Audacity or other DAW software
- CDs, DVDs, or other audio formats.

Suggested Learning Experiences and Instructional Activities

- Anticipatory Sets: music time capsule activity, written reflection essays
- In-Class Activities: listening exercises, critiquing period based concerts
- Cross-Content Writing Activities: writing listening reflections, music notation analysis.
- Home-Link Activities: Exploring YouTube at home through Canvas
- Accommodations: reading outlines, vocabulary lists, oral assessment
- Extensions: research into music critic careers, researching history of various musical instruments

Creating Your Own Music Notation

- Student reflection: After students are introduced to the building blocks of music (melody, rhythm, harmony), they will be asked to invent a musical notation system that transcribes these basic elements.
- Class Practice: Students will be divided into small groups and tasked with creating a written notation system for pitch, rhythm, and harmony.
- Teacher Demonstration: Teacher can perform the student generated notation systems and compare them to standard notation.
- Peer Practice: Students can return to their groups and work on improving their notation systems so that they can better relay a composer's ideas to the performer.
- Class performance: Students can present their improved notation systems and have the teacher perform their music.
- Student Evaluation: Students can write a reflection on which system worked best and how it compares to the notation systems of the Medieval/Renaissance period.

2020 NJSL:

- | | |
|----------------|--------------|
| ● 1.3A.8.Cr1a | 1.3A.8.Cr2a |
| ● 1.3A.8.Cr2b | 1.3A.8.Cr3a |
| ● 1.3A.8.Cr3b | 1.3A.8.Pr4a |
| ● 1.3A.8.Pr4b | 1.3A.8.P4d |
| ● 1.3A.8.Pr4e | 1.3A.8Re7b |
| ● 1.3A.8.Re7c | 1.3A.8.Re8a |
| ● 1.3A.8.Re9a | 1.3A.8.Cn10a |
| ● 1.3A.8.Cn11a | |

Teacher Resources

Core Instructional Materials:

- Sound recordings of studio and live performances
- YouTube videos of live performances

Supplemental Materials:

- *Library of Congress*,
- Music History from History Sources
- *Naxos Records*
- Blog, *Music Notes Now*

Unit 2: The Baroque & Classical Era (13 Days)

Why Is This Unit Important?

The Baroque and Classical eras signal a major shift in western music. The great composers of this era are not only writing for the church, but also writing secular music thanks to the rising trend of court composers and commissions from wealthy patrons. Opera, the symphony, chamber music, and virtuosic soloists are new genres of music and they are constantly evolving.

Great composers of the Baroque period such as Bach and Vivaldi break harmonic barriers and compose complex music that reflects the ornate visual art styles of the day. Modern day popular music harmonic's structure and chord changes can be traced back to the roads that were paved by Bach.

Classical composers such as Handel and Haydn popularize chamber music as well as large ensemble music by contributing master works for the symphonic orchestra and the string quartet while Mozart is touring Europe as a child prodigy.

Mozart, himself composes over 800 known works through his short 35 year life and contributes masterpieces to every popular genre of the time. Chamber music, opera, symphonic music, and concertos all evolve because of his contributions.

Enduring Understandings

- Students will explore the development of the concerto and identify its use in contemporary music
- Students will identify and discuss the contributions of Vivaldi, Bach and Handel to music.
- Students will be able to identify and define the characteristics of Classical music and its various genres.
- Students will explore the evolution of the symphony and identify its form.
- Students will explore the lives of Mozart and Haydn and their contributions to Classical music.

Essential Questions

- What distinguishes Baroque music from Medieval/Renaissance music?
- What is the concerto?
- Who were important Baroque and classical composers?
- What distinguishes Classical era music from Medieval/Renaissance and Baroque music?
- What is a symphony?

Acquired Knowledge

- Baroque music is distinguished by its ornate style and the use of the basso continuo.
- The concerto is an instrument form of a soloist alternating with a larger group.
- Bach, Handel and Vivaldi were three of the most influential composers of the Baroque era.
- Classical music is characterized by simple, balanced melodies with light accompaniment.
- The symphony is a large-scale work for full orchestra and typically has four movements.
- Mozart and Haydn were two of the most influential composers from the Classical Era.
- Many of the musical works that define the Baroque and Classical era were written for commission.

Acquired Skills

- Students will be able to recognize Baroque music by its fast and ornate melodies.
- Students will be able to recognize Classical music by its simple melodies and light accompaniment.
- Students will be able to determine the difference between symphonic music, concertos, and opera.
- Students will learn about court composers and how commissioned music influenced the composers of this era.

Assessments

Formative Assessment:

- Classroom discussions

Summative Assessment:

- Unit test

Benchmark Assessment:

- Writing prompts based upon listening examples

Alternative Assessment:

- Vocabulary lists of basic music terminology
- Baroque Party Music activity (Water Music)

Technology:

- YouTube and/or other streaming music services
- Sibelius or other music notation software
- Audacity or other DAW software
- CDs, DVDs, or other audio formats.

Suggested Learning Experiences and Instructional Activities

- Anticipatory Sets: music time capsule activity, written reflection essays
- In-Class Activities: listening exercises, critiquing period based concerts
- Cross-Content Writing Activities: writing listening reflections, music notation analysis.
- Home-Link Activities: Exploring YouTube at home through Canvas
- Accommodations: reading outlines, vocabulary lists, oral assessment
- Extensions: research into music critic careers, researching history of various musical instruments
- Ultimate Party Music Playlist
 - Student reflection: Students will be introduced to the idea of commissioned music through Handel's Water Music. They will learn that Handel wasn't writing music inspired by water, but a collection of songs commissioned by King George I's for a party on the River Thames. Handel needed to know his audience and create music appropriate for King George I's party. The students will be asked the question, "If you were hired as a DJ, how would you plan a playlist for a teen, a 5-year-old, and a 50-year old's birthday party?"
 - Class Practice: Students will be divided into small groups and tasked with researching and creating a playlist appropriate for each birthday party scenario.
 - Teacher Demonstration: After reviewing the first drafts of the playlists, the teacher can provide examples of what genres of music each demographic may enjoy.
 - Peer Practice: Students can return to their groups and find music that fits the teacher's suggestions using YouTube or other music streaming services.
 - Class performance: Students can present their party playlists for the rest of the class to critique.
 - Student Evaluation: Students can write a reflection on how it was easy or difficult it was to put their musical tastes aside and curate appropriate commissioned music.

2020 NJSLs:

- 1.3A.8.Cr1a
 - 1.3A.8.Cr2b
 - 1.3A.8.Cr3b
 - 1.3A.8.Pr4b
 - 1.3A.8.Pr4e
 - 1.3A.8.Re7c
 - 1.3A.8.Re9a
 - 1.3A.8.Cn11a
- 1.3A.8.Cr2a
 - 1.3A.8.Cr3a
 - 1.3A.8.Pr4a
 - 1.3A.8.P4d
 - 1.3A.8.Re7b
 - 1.3A.8.Re8a
 - 1.3A.8.Cn10a

Teacher Resources

Core Instructional Materials:

- Sound recordings of studio and live performances
- YouTube videos of live performances

Supplemental Materials:

- *Library of Congress*,
- Music History from History Sources
- *Naxos Records*
- Blog, *Music Notes Now*

Unit 3: The Romantic Era and 20th Century Music (13 Days)

Why Is This Unit Important?

The Romantic era of music reflects the broader Romantic literary, artistic and cultural movement that occurred in Europe during the late 18th century and 19th century. The Industrial Revolution facilitated a rise to the middle class and public concert halls were popular throughout Europe. No longer was it necessary for a composer to rely on wealthy benefactors or commissions to finance their works thanks to new public audiences.

No longer bound to commissions, composers wrote music inspired by a variety of themes such as national identity, nature, the supernatural, historical events, and relationships. The Industrial Revolution also led to upgrades in instrument mechanisms which allowed for composers to incorporate chromaticism in their works further pushing the boundaries of harmony.

Beethoven's career marks the transition from the Classical Era to the Romantic Era. His later compositions as well as works from composers such as Berlioz, Chopin, Mendelssohn, Paganini, and Schubert define the early Romantic period. Composers such as Tchaikovsky, Mussorgsky, Brahms, Wagner, Grieg, and Rachmaninoff further the use of chromaticism and push the boundaries of harmony in the later Romantic period.

20th Century music classical music further evolves and breaks the boundaries of Western tonality and harmony. Neoclassical composers such as Stravinsky, Ravel, Mahler, and Hindemith expanded the instrumentation of the symphonic orchestra and utilized dissonant harmonies. Composers such as Schoenberg, Ives, and Webern furthered this trend by incorporating works that seemed to abandon traditional harmony by employing *polytonality*, *tone clusters*, and *atonality*. Composers such as Cage, Babbitt, and Boulez redefined the ensemble by using computers, magnetic tape, and synthesizers to invent completely new sounds. Other composers such as Gershwin incorporated jazz and ragtime themes into their compositions bridging the gap between popular music and neoclassical music.

Enduring Understandings

- Students will compare the differences between Beethoven's early and later compositions.
- Students will explore the themes that influenced important Romantic compositions.
- Students will be able to identify the instruments used during the Romantic period.
- Students will explore the changes in harmony ushered in by the 20th century composers.
- Students will explore the use of electronic devices in 20th century works.

Essential Questions

- What distinguishes Romantic music from Classical music?
- How are Beethoven's early and later works different?
- Who were important Romantic and 20th Century composers?
- What is *atonality* and how did composers use it to break traditional harmony?
- What is electronic music and what devices did 20th century composer use?

Acquired Knowledge

- Composers from the Romantic period had freedom over their works because they were not bound by commissions.
- The middle class concertgoers had access to "classical music" for the first time and packed public concert halls giving composers an avenue to premier their work.
- Advances in instrument mechanisms expanded the range of traditional symphonic instruments which helped composers push the boundaries of harmony.
- Composers redefine harmony by writing compositions that use atonality during the 20th century.
- Composers incorporate electronic instruments in their works during the 20th century.
- Composers infuse their works with jazz rhythms and harmony bridging the gap between neoclassical and popular music.

Acquired Skills

- Students will be able to recognize Romantic music by its use of themes and emotion.
- Students will be able to recognize 20th Century music by its dissonant and atonal harmony.
- Students will be able to recognize the use of electronic instruments in 20th century music.
- Students will learn about composers who cross the neoclassical and jazz genres.

Assessments

Formative Assessment:

- Classroom discussions

Summative Assessment:

- Unit test

Benchmark Assessment:

- Writing prompts based upon listening examples

Alternative Assessment:

- Vocabulary lists of basic music terminology
- Romantic Music Inspiration Activity

Technology:

- YouTube and/or other streaming music services
- Sibelius or other music notation software
- Audacity or other DAW software
- CDs, DVDs, or other audio formats.

Suggested Learning Experiences and Instructional Activities

- Anticipatory Sets: music time capsule activity, written reflection essays
- In-Class Activities: listening exercises, critiquing period based concerts
- Cross-Content Writing Activities: writing listening reflections, music notation analysis.
- Home-Link Activities: Exploring YouTube at home through Canvas
- Accommodations: reading outlines, vocabulary lists, oral assessment
- Extensions: research into music critic careers, researching history of various musical instruments

Romantic Music Inspiration Activity

- Student reflection: Students will be introduced to Dvorak's *Symphony of the New World* without being introduced to the title. While the class is listening to selections from the work, they will be tasked with writing what they believe the composition was inspired by.
- Class Practice: Students will be divided into small groups to compare their answers and discuss what they believe Dvorak used for his inspiration. Each group will share their thoughts with the class.
- Teacher Demonstration: After hearing what the students thought inspired Dvorak's music, the title, *Symphony of the New World* will be revealed to the students. The instructor will explain that the wide open sounding harmony represents the plains of the Midwest and how the composer incorporated African American folk songs such as, *Swing Low, Sweet Chariot* in the first movement.
- Peer Practice: After hearing the title of *Symphony of the New World*, the students will hear the same selections again and decide whether or not Dvorak was able to convey his inspiration through the music.
- Class performance: The class will discuss whether or not Dvorak was able to achieve his goal of creating a work that reflected what he saw and heard when he lived in America.

- Student Evaluation: Students will write a reflection comparing their interpretation of the *Symphony of the New World* and Dvorak’s intended theme.
 - **2020 NJSLs:**
 - 1.3A.8.Cr1a
 - 1.3A.8.Cr2a
 - 1.3A.8.Cr2b
 - 1.3A.8.Cr3a
 - 1.3A.8.Cr3b
 - 1.3A.8.Pr4a
 - 1.3A.8.Pr4b
 - 1.3A.8.P4d
 - 1.3A.8.Pr4e
 - 1.3A.8.Re7b
 - 1.3A.8.Re7c
 - 1.3A.8.Re8a
 - 1.3A.8.Re9a
 - 1.3A.8.Cn10a
 - 1.3A.8.Cn11a

Teacher Resources

Core Instructional Materials:

- Sound recordings of studio and live performances
- YouTube videos of live performances

Supplemental Materials:

- *Library of Congress,*
- Music History from History Sources
- *Naxos Records*
- Blog, *Music Notes Now*

Unit 4: American Popular Music: Ragtime, Blues, Jazz, Country, Rock, & Hip Hop (13 Days)

Why Is This Unit Important?

Ragtime, Jazz, Blues, Country, Rock and Roll, and Hip Hop are the original American genres of music that dominated the world throughout the 20th and 21st century. Even though all of these genres of music are rooted in the Western European music tradition, the world turns its focus to the new styles of music developing in America.

Ragtime is a genre of music that was created in the late 19th century by African American composers such as Scott Joplin and Earnest Hogan. This art form was created by modifying American marches with syncopated rhythms. These syncopated or ragged rhythms gave the music a dancelike quality. Bandleaders such as W.C. Handy and James Reese Europe broke American color barriers by performing ragtime music for high-society audiences in America and Europe as well as making successful recordings.

The Blues originates from the African American slave musicians in the Deep South. Based upon three chords (I-IV-V) and twelve measure (bars) phrases, the blues becomes the backbone of jazz, country, rock, and hip hop. Lyrical themes such as failed relationships, oppression, and hard times dominated the genre and led to the genre's moniker. Robert Johnson, Ma Rainey, and Bessie Smith were some of the earliest and most influential blues recording artists. B.B. King, John Lee Hooker, Buddy Guy, and Stevie Ray Vaughn blended rock elements into their sound to take the blues to new popularity in the modern era.

Jazz music originated in New Orleans as a combination of Ragtime and the Blues. Buddy Bolden is the earliest known pioneer of the genre while Jelly Roll Morton was the first artist to adapt the music to Western notation. Louis Armstrong helped early jazz evolve by adding his virtuosic trumpet technique and swing rhythms to the genre. Artists like Benny Goodman, Count Basie, and Glen Miller introduced the Big Band Swing sound to audiences which dominated the global music scene during WWII. Improvisation is a main trait of jazz music, but the Bebop artists such as Dizzy Gillespie, Sonny Rollins, and Charlie Parker pushed soloing to a new virtuosic level. Miles Davis, Joe Zawinul, and John Coltrane furthered the evolution of jazz by combining jazz with rock and R&B to form Fusion.

Country Music began as a fusion of the Blues, Folk, and Southern Gospel Music. Artists such as Jimmie Rodgers and the Carter Family made some of the first mainstream popular recordings in the late 1920s. Country music's evolution is categorized into "generations". Each generation has its own set of sub-genres as country music fuses with other musical styles.

Rock & Roll evolved from a fusion of jazz, rhythm and blues (R&B), boogie woogie, gospel, and country music in the late 1940s and early 1950s. Early recording artists such as Chuck Berry, Billy Haley, Bo Diddley, Little Richard, Elvis, and Jerry Lee Lewis popularized the genre in the 1950s. During the 1960s, British rock bands such as the Beatles, the Rolling Stones, and the Yardbirds furthered the genre by adding their own musical traditions to create a new pop sound. Electric instruments, especially the distorted guitar became synonymous with the genre through the music of early rock pioneers Chuck Berry and Bo Diddley. Jimi Hendrix, The Who, Boston, Black Sabbath, and Led Zeppelin further the popularity of the electric guitar through virtuosic recordings and live performances during the 1960s and 1970s. More aggressive forms of Rock & Roll such as Punk Rock and Heavy Metal emerge in the late 1970s and the 1980s. Punk Rock bands such as The Ramones, The Clash, The Misfits, and Green Day and Heavy Metal Bands such as Iron Maiden, Deep Purple, and Metallica bring both genres into the mainstream.

Hip Hop also known as Rap music was created by African Americans and Latino Americans from the Bronx in the 1970s. In the early years, a "MC" would use rhythmic speech as a way to excite a crowd and bring attention to their DJ who would be playing music on turntables at a block party or club. DJs such as DJ Kool Herc would take the instrumental breaks of disco, soul, and funk records to create a musical loop using two turntables. He would add record scratches to these instrumental loops to create unique songs. Over time, the focus of Hip Hop music shifted from the DJs to the MCs as rapping became more popular. Early artists such as Grandmaster Flash and the Sugarhill Gang were some of the first rap artists to make hit records and spread genre throughout the dance/club scene. Rap artists used hip hop music as platform to bring attention to social, economic, and political issues facing low-income and marginalized economic areas to mainstream audiences. These themes would be prevalent throughout hip hop's history, especially during the Golden Age of Hip Hop (1986-1997) with new sub genres such as Gangsta Rap.

Enduring Understandings

- Students will explore the roots of each genre and discover how they are interconnected.
- Students will explore what instruments were used throughout each genre's evolution.
- Students will identify the key elements of music theory that separate each genre.
- Students will explore the use of new technology in each genre.

Essential Questions

- How did America become the new center of music throughout the world?
- Where did each genre originate from?
- What role did technology and the recording industry play into these new forms of music?

Acquired Knowledge

- Today's popular music originated from the African American community during the late 19th century.
- Jazz, Rock & Roll, Country Music, and Hip Hop all evolved out of Ragtime and The Blues.
- The origins of audio recording, the record industry, World War I, and World War II help these American musical genres spread throughout the world.

Acquired Skills

- Students will be able to recognize each genre of American Popular Music.
- Students will be able to connect each genre and understand how they evolved from Ragtime and the Blues.
- Students will be able to recognize the instruments that define each genre such as the electric guitar, the piano, and the turn tables.
- Students will learn about artists that defined each genre of music.

Assessments

Formative Assessment:

- Classroom discussions

Summative Assessment:

- Unit test

Benchmark Assessment:

- Writing prompts based upon listening examples

Alternative Assessment:

- Vocabulary lists of basic music terminology
- American Music Family Tree

Technology:

- YouTube and/or other streaming music services
- Sibelius or other music notation software
- Audacity or other DAW software
- CDs, DVDs, or other audio formats.

Suggested Learning Experiences and Instructional Activities

- Anticipatory Sets: music time capsule activity, written reflection essays
- In-Class Activities: listening exercises, critiquing period based concerts
- Cross-Content Writing Activities: writing listening reflections, music notation analysis.
- Home-Link Activities: Exploring YouTube at home through Canvas
- Accommodations: reading outlines, vocabulary lists, oral assessment
- Extensions: research into music critic careers, researching history of various musical instruments

American Music Family Tree Activity

- Student reflection: Students will learn that all American popular music is rooted in Ragtime and The Blues. Each genre of music evolved from select works that split from their original genre to create a new form of music.
- Class Practice: Students will be divided into small groups to research and listen to different musical works that broke away from their original genre to create new forms of music and create a "family tree" timeline to show how they are interconnected.
- Teacher Demonstration: The teacher will play musical examples of songs that helped define new American musical genres and demonstrate which elements the artist used to help it break away from its original genre. For example, Buddy Bolden introduces improvisation and the "big four" rhythm to Ragtime and the Blues to create early jazz. Jackie Brenston and the Delta Cats song "Rocket 88" uses heavy rhythms and distorted guitar sounds to create the one of the first rock & roll songs. The Sugar Hill Gang's hit song, "Rapper's Delight" samples the disco hit, "Good Times" and brings hip hop music to the mainstream.
- Peer Practice: After hearing the examples presented by the instructor, students can continue to create their family tree.
- Class performance: Each group will present their family tree and explain their song selections.
- Student Evaluation: Students will compare each group's family tree and discuss the songs that were chosen.

2020 NJSL:

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|----------------|--------------|
| ● 1.3A.8.Cr1a | 1.3A.8.Cr2a |
| ● 1.3A.8.Cr2b | 1.3A.8.Cr3a |
| ● 1.3A.8.Cr3b | 1.3A.8.Pr4a |
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| ● 1.3A.8.Pr4e | 1.3A.8Re7b |
| ● 1.3A.8.Re7c | 1.3A.8.Re8a |
| ● 1.3A.8.Re9a | 1.3A.8.Cn10a |
| ● 1.3A.8.Cn11a | |

Teacher Resources

Core Instructional Materials:

- Sound recordings of studio and live performances
- YouTube videos of live performances

Supplemental Materials:

- *Library of Congress*,
- Music History from History Sources
- *Naxos Records*
- Blog, *Music Notes Now*

Appendix

21st Century Skills & Career Readiness Practices

- CRP3. Attend to personal health and financial well-being. Music appreciation can be a key factor in maintaining a positive emotional state. Students will be exposed to different genres of music and will be given the tools necessary to seek out different forms of music.
- CRP4. Communicate clearly and effectively and with reason. Throughout the course, students will complete a variety of class presentations and will need to convey their research and opinions on different musical works.
- CRP7. Employ valid and reliable research strategies. Students will need to research different composers and their work for various class presentations.
- CRP12. Work productively in teams while using cultural global competence.

Throughout the course, students will be tasked with group projects and class discussions on various individual musical works.

Technology Integration

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Students will use Google Slides, YouTube, and Google Drawings to create presentations and projects.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. Students will work in groups to research and create a timeline of events to show the evolution of American music during the 20th century. Students will use the Library of Congress website and YouTube to hear audio examples and read first-hand accounts of historical events pertaining to the evolution of American music.

Interdisciplinary Connections

- Examination of the myriad cultures which have shaped different genres of music throughout our world Social Studies.
- Students will learn how to interpret standard musical directions and why they are in Italian. History & Foreign Language
- Students will be able to relate scale steps and chord progressions with mathematical equations and “if/then” statements. Math & Computer Programming
- Students discover and listen to different genres of music and how it relates to moments in American history. History & Social Studies
- Students will compare musical phrases with sentence/paragraph structure. Language Arts

LGBTQ/Disabilities Resources

- Explore LGBTQ composers and how sexuality may or may not have influenced their work.
 - Music and Sexuality – 5 LGBTQ+ Composers Everyone Should Know:
<https://www.youtube.com/watch?v=85fBNDfBapM&t=926s>
- Explore how famous musicians thrive with mental or physical disabilities.
 - Def Leppard drummer uses inspiring comeback to lift others:
<https://www.youtube.com/watch?v=HatF-AZWiHE>