

Madison Public Schools
Sixth Grade Music Appreciation Curriculum
(American Music and Culture)

Written by:

Donna Ward

Reviewed by:

Daniel J. Ross, Esq.

Asst. Superintendent for Curriculum, Instruction, and Personnel

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Members of the Board of Education:

Leslie Lajewski, President

Heather Reddy, Vice President

Sarah Fischer

Johanna Habib

David Irwin

Thomas Piskula

Abi Singh

Pam Yousey

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description

Sixth Grade music appreciation is a full year course that meets three times per week. It is a course aimed at students who do not participate in a musical performance ensemble (Chorus, Band, Orchestra) at the Madison Junior School. Sixth Grade music appreciation seeks to follow American History through the lens of music. Students will begin the year learning about music from various Native American tribes and continue on a journey across the United States of America and through time. Between September and June, we will learn about post- Civil War Appalachian folk music, zydeco music from Louisiana, prohibition era jazz, rock n' roll inspired by the Vietnam War, bluegrass and country music from the deep south, the evolution of Broadway and the American Musical, Gospel Music born from slave culture, and of course the modern Pop and Hip Hop inspired music of today. Students will have opportunities to learn music in various styles, build instruments in class, write and record music in a selection of styles, research important musicians, and learn about American diversity through music.

Goals

This course aims to:

- Help students to develop an understanding of American Diversity through music;
- Introduce important and previously unknown musical genres;
- Introduce students to songwriting;
- Teach students to perform and create music in a variety of styles;
- Teach students how to compare and contrast musical forms from various areas of the United States across hundreds of years of history.

Materials

Core: America's Musical Life by Richard Crawford

Supplemental: American Music by David Nicholls, Wayfaring Strangers by Fiona Ritchie and Doug Orr, The History of Gangster Rap: The Rise of a Great American Art Form by Soren Baker, Lift Every Voice: The History of African American Music by Burton W. Peretti.

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

End of Marking Period 1- Assessment #1 will be a written and aural test on units 1, 2, and 3.
End of Marking Period 2- Assessment #2 will be a written and aural test on units 4, 5, and 6.
End of Marking Period 3- Assessment #3 will be a written and aural test on units 7, 8, and 9.
End of Marking Period 4- Assessment #4 will be a written and aural test on units 10, 11, and 12.
Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Native American Music: America's first religion	3
2	American Colonial Music (Western European influenced)	3
3	Slave Songs and African American Music in Early America	3
4	Folk Music	3
5	Bands and Orchestras	3
6	The Phonograph: The Beginning of the Great American Recording Industry	3
7	Vaudeville, Broadway, and the American Musical	3
8	From New Orleans to Chicago: The Jazz Age	3
9	Rock n' Roll (50's, 60's, 70's)	3
10	1980s/1990s Pop, Rock, and the Birth of Hip Hop	3
11	00's-today Social Media and Music	3
12	Songwriting	3

Unit 1 Overview

Unit Title: Native American Music: America's First Religion

Unit Summary:

Unit 1 provides a background on music from various Native American tribes and the cultural and religious significance of song and dance within the tribes. In Unit 1 we will listen to and reflect upon music samples from Native American tribes from the Northeast or Eastern Woodlands, Southeast, Great Plains, Southwest, Great Basin, Plateau, California, Northwest Coast, Subarctic, and Arctic. We will compare and contrast instruments, musical styles, and topics of song from the various regions. Our final project will be to write our own song/dance in the style of a chosen region in groups.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- How does Native American music tell us the first story of America?
- In what ways is Native American music like music we enjoy today?
- In what ways is Native American music different from the music we enjoy today?
- What does Native American music tell us about Native Americans?
- How did the colonization of North America effect Native American Music?
- What themes do we see/hear again and again in Native American Music?
- What are the differences between music from different regions/tribes?
- Do any of the tribes value music more or less than others? Why? How do we know?

Unit Enduring Understandings:

- Music and dance are very important ways in which Native American communities relay their histories.
- Songs are often about nature, religion, war, and love.
- Despite having a stronger emphasis on nature than music of today, the other themes are very similar to songs that we listen to in modern America.
- The primary goal of this unit is to help students relate to Native American music and therefor relate to Native American culture in order to have a greater understanding of the world.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Unit 1 Final Project: Native American Song/Dance creation.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation to share with the class regarding specific tribes, the instruments used in the creation of their music, the common themes of their music, and how they personally relate to the tribe/music chosen.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Identify the different regions of the United States based on tribal settling and Native American musical styles. 	<ul style="list-style-type: none"> The 10 different regions of the United States according to tribal settling. Two most influential tribes from each region. How to research Native American tribes and produce information on the individual tribes. <p>Vocabulary: Cherokee, Cheyenne, Apache, Sioux, Navajo, Iroquois, Crow Nation, Paiute, Shoshone, Ute, Pawnee, Nez Perce, Lakota, Osage Nation, Modoc, Sauk, Sac and Fox, Ojibwe, Ho-Chunk, Ponca, Pima, Mesquaki, Quechan, Arikara</p>	<ul style="list-style-type: none"> In groups of two or more, create a brief PowerPoint presentation on a chosen Native Tribe based on a teacher assigned region of the United States. The presentation should include pictures, names of famous people, famous songs, and elements of day to day life. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Identify unique instruments and differences in musical styles between the various tribes of Native Americans discussed. 	<ul style="list-style-type: none"> Compare and contrast different types of songs in Native American culture. Identify traditional Native American musical instruments. <p>Vocabulary: Native American flute, Lummi Stick, Apache Drum, Footed Drum, Anasazi flute</p>	<ul style="list-style-type: none"> Listening exercise where students have cards with various instruments on them and raise them when they hear them being played. Write an essay comparing and contrasting two Native American songs based on form, technique, artistic intent, etc. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>
<ul style="list-style-type: none"> Understand the purpose of music in Native American cultures and the changes that have taken place over the course of time. 	<ul style="list-style-type: none"> Compare and contrast older and newer recordings of Native American Songs. Analyze the text of different Native American songs. 	<ul style="list-style-type: none"> Create a timeline of events and songs dating back to pre-colonial era up to modern day. Create an original native American chant/dance in the style of a particular tribe or time in history. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Dance</p>

Unit 2 Overview
Unit Title: American Colonial Music (Western Europe Influenced)
Unit Summary: Unit 2 provides a background on the music that was first brought over and created by Western European colonists in North America. We will learn about the colonial settlement of North America by France, Spain, and Great Britain and the diverse cultural and religious traditions settlers brought with them, including music. We will discuss secular and sacred music, Western musical instruments, especially the pipe organ, and colonial dances.
Suggested Pacing: 9 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> • How did the colonization of America by different European countries affect musical stylings in various regions from 1500-1800? • How did the American Revolution impact music in America? • What instruments were prominent and widely used in Colonial America? • What was the role of women in colonial music? • How did religion impact music in colonial America? • How is the music of colonial America reflective of what people thought and did during that time period?
Unit Enduring Understandings: <ul style="list-style-type: none"> • Music in colonial America was divided into primarily four categories: theater music, church music, dance music, and military music. • Important instruments during colonial America were the drum, the piano forte, the pipe organ (only in churches), the flute, and the violin. Most instruments that we have today were invented by 1776. • Colonial music differed greatly between the U.S., Mexico, and Canada. • Songs were often written to the tune of other well-known songs (hence the “Star Spangled Banner” being set to the tune of a well-known drinking song).
Evidence of Learning
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.
Summative Assessments: Unit test on Colonial American Music.
Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation to share with the class regarding the creation and use of music in colonial America.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Identify the different regions of the United States based on colonial settling. 	<ul style="list-style-type: none"> How to research colonial America and early American instruments and music based on countries of origin. <p>Vocabulary: Metis People</p>	<ul style="list-style-type: none"> In class opportunity to research the different American colonies in larger groups (can include colonies owned by France and Spain) and the musical influences they brought to the “New World”. Round table student teach opportunity for class. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Identify unique instruments and typed of music in the colonial territories. 	<ul style="list-style-type: none"> Compare and contrast different types of songs in different colonies. Identify types of colonial music. <p>Vocabulary: Hymn, psalm, glees, catch, fife, Field music, harmoniemusick, hautboys</p>	<ul style="list-style-type: none"> Write an essay comparing and contrasting two colonial American songs. Can be two songs that are very different or two songs that are very similar. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>1.4.8.B.3 Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>
<ul style="list-style-type: none"> Understand the purpose of music in Colonial America. 	<ul style="list-style-type: none"> How to research songs and dances in Colonial America. How to perform colonial songs and dances. <p>Vocabulary: Minuet, Hammered dulcimer, Fiddle, Reel, Celtic, Harpsichord, Jig, Fife</p>	<ul style="list-style-type: none"> Learn a Colonial song of your choice and either sing or play it on an instrument of your choosing. <p>Or</p> <ul style="list-style-type: none"> Learn a colonial dance of your choosing and perform it with a group. 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2 Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Dance</p>

Unit 3 Overview

Unit Title: Slave Songs and African American Music in Early America

Unit Summary:

Unit 3 provides a background on the music that was brought over and created by African Slaves between 1500 and 1900. We will dive into the origins of the slave songs that are commonly relayed today, as well as lesser known songs about freedom, overcoming terrible odds, and religion. Students will also have an opportunity to learn about African dance and its deep connection to African and African American culture, spirituality, and history.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What were some of the first songs brought over by African slaves in the 1500s?
- How were slave songs like traditional music from Africa? How were they different?
- What were slaves singing about?
- What purpose did slave songs have in Early America?
- What songs do we still sing today that originated as slave songs?
- What is the importance of dance to the people of Africa and what was the importance of continuing those traditions to African Slaves in Early America?

Unit Enduring Understandings:

- African slaves brought their musical traditions with them to America. Those traditions include a heavy emphasis on storytelling in song, percussion, and a strong connection between music and dance.
- Slaves wrote songs about everyday life, hope, religion, and freedom.
- Some slave songs were written as messages and even map songs.
- African dance is a form of storytelling.
- The history of different African tribes is often told through music and dance.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Final African song and dance project.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation to share with the class regarding African slave songs and dances in Early America.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> Identify the primary countries of origin of African slaves in America and understand their music and dance cultures pre-American Civil War. 	<ul style="list-style-type: none"> How to research the slave trade. How to research music and dances from individual countries in Africa. Africa is made up of many countries with different cultures and people. <p>Vocabulary: Transatlantic Slave Trade, triangle trade, Middle Passage, Slaver, Hold, Barracoon, coffer, Shackles, indentured servant, slave codes, political fragmentation, Yoruba, Hausa, Bantu, survivals, syncretism,</p>	<ul style="list-style-type: none"> Create poster boards in groups about primary countries in Sub-Saharan Africa where slaves were kidnapped and relevant information on musical history of said countries. Students will research in class and teach each other through their presentations. 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Identify unique instruments and types of music brought from Africa and/or created in America by African Slaves. 	<ul style="list-style-type: none"> Compare and contrast different types of songs written and performed by African Slaves. Identify types of slave songs. <p>Vocabulary: Spiritual, abolitionist, bandera, field holler, polyrhythmic, tabala, jilli kea, koonting, korro, simbing, balafou, tangtang, bonjoes</p>	<ul style="list-style-type: none"> Write an essay comparing and contrasting two slave songs/spirituals. Can be two songs that are very different or two songs that are very similar. 	<p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>1.4.8.B.3 Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>
<ul style="list-style-type: none"> Understand the importance of music and dance to African Slave communities and the connection that this music has to Jazz, Gospel, Hip Hop, R&B, and Pop. 	<ul style="list-style-type: none"> How to research slave songs and dances and songs and dances inspired by slave culture. How to perform African songs and dances and African Slave songs and dances. <p>Vocabulary: Hungwei, pentitonic, antiphony, melismatic, AME church,</p>	<ul style="list-style-type: none"> Have a professional African Dance instructor come in for a half-day long seminar on African dance. Observe students' participation and have students create their own dances/songs for the following class. <p>Or</p> <ul style="list-style-type: none"> Teacher will lead an informal African dance seminar and help students create their own African inspired dances. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Dance</p>

Unit 4 Overview	
Unit Title: Folk Music	
Unit Summary: Unit 4 provides an inside look into the American folk song. We will study the immigration patterns of Western Europeans to America before and after the American Revolution and the musical stylings that they brought with them. We will focus specifically on the music brought from England, Ireland, and Scotland and the ways in which they influenced Appalachian Folk Music, Bluegrass, and Country Music in the United States. Students will study songs and instruments from the genre and have the opportunity to create new songs and build instruments.	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What is Folk Music? • What is American Folk Music? Appalachian Folk Music? • Where is Appalachia and what groups of people moved there pre-civil war? • How has folk music influenced modern country music? • What instruments are associated with folk music? • What is the overall sound of folk music like? • What are overarching topics in folk music? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Folk Music is music that originates in traditional popular culture or that is written in such a style. • Folk music is typically of unknown authorship and is transmitted orally from generation to generation. • American Folk music especially Appalachian Folk Music is derived from folk songs originating in England, Ireland, and Scotland and often serves as the oral transmission of the history of Appalachia. • Instruments fashioned from household items like spoons, washboards, wash tubs, buckets, and the like were common. • Formal instruments included the fiddle, dulcimer, banjo, flute, and guitar. 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.	
Summative Assessments: Final dulcimer building project.	
Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation explaining the variety of instruments and/or songs of Appalachian Folk Music.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> Understand the cultural repercussions of English, Scottish, and Irish emigration to America on American Folk music and dance. Understand the reasons for English, Scottish, and Irish immigration to the Appalachian region of the United States. 	<ul style="list-style-type: none"> How to research immigration routes from Scotland to Ulster to America. What areas of America many English, Irish, and Scottish immigrants settled before the Civil War. While the national languages of all three primary origin countries is English, both Scottish and Irish people also spoke a unique language called Gaelic. <p>Vocabulary: Gaelic, Indentured Servant, Clachan, famine, ballad, ceili, ceilidh, gypsy, Jacobite, Act of Proscription, Battle of Culloden, Cape Fear River, banjar</p>	<ul style="list-style-type: none"> Create maps of immigration routes of English, Scottish, and Irish settlers from Europe to America based on primary source documents. Compare traditional Scottish or Irish pieces of music with pieces of Appalachian Folk music musically, thematically, and instrumentally in a Venn diagram. 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Identify unique instruments and types of music brought from England, Scotland, and Ireland and originated in the Appalachian region of the United States. 	<ul style="list-style-type: none"> Compare and contrast different types of songs written and performed by Scottish, Irish, and English immigrants in Appalachia. Identify types of Appalachian folk songs. How to research traditional Scottish and Irish instruments and the musical instruments of Appalachian Americans. <p>Vocabulary: Banjar, dulcimer, spoons, washboard, harp, accordion, banjo, minstrelsy,</p>	<ul style="list-style-type: none"> Write an essay comparing and contrasting two Appalachian folk songs. Student can compare and contrast based on song topic, instrumentation, time period written, etc. Create a PowerPoint or poster board in a group about various Appalachian folk instruments. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>
<ul style="list-style-type: none"> Understand the importance of music and dance to the people of Appalachia and the musical forms Appalachian folk music has taken in current music. 	<ul style="list-style-type: none"> How to research Appalachian folk songs and dances. How to perform Appalachian folk songs and dances. How to build a dulcimer. <p>Vocabulary: Reel, line dance, bluegrass, country western, fiddle, Grand Ole Opry</p>	<ul style="list-style-type: none"> Write a yearly grant for dulcimer making kits. The Madison Music and Arts will most likely fill it and years where they don't have the funds, have students recreate Appalachian folk music using household items as instruments. 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2 Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Dance</p>

Unit 5 Overview

Unit Title: Bands and Orchestras

Unit Summary:

Unit 5 provides an overview of the history of band and orchestra music in the United States. We will discuss the origins of band and orchestra music in America, types of bands and orchestras ranging from military bands to big bands and full symphonic orchestras.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What is a band? What is an orchestra?
- Why were bands created?
- What was the purpose of band music?
- Who listened to band music?
- How does band music endure today?
- Who were key players in band and orchestra music?
- Where were band and orchestra music played? How about today?

Unit Enduring Understandings:

- A band is any group of people playing music on different instruments together.
- Band music responds to various social needs from military functions to popular entertainment.
- Bands were popularized after the American Revolution when field music became required for each battalion of each state militia.
- Bands and orchestras changed according to technological advancements in instrument making.
- Band and orchestra music gave new opportunities to composers.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Unit 5 Test on Bands and Orchestras.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation explaining the variety of instruments and/or songs relating to American Band music.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<ul style="list-style-type: none"> • Understand the purpose and importance of bands and orchestras in post Revolution America. 	<ul style="list-style-type: none"> • How to research bands and orchestras in post Revolution America. • The origins of band music in America. • Famous band directors and composers over the last 300 years including John Philip Sousa, Patrick S. Gilmore, 	<ul style="list-style-type: none"> • In groups, create a presentation about the function of bands and orchestras in America and round Robin group share. • Create a venn diagram of instruments used in 1780 and 1980 to see which instruments are still commonly used. 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p>

	Herbert L. Clarke, Arthur Pryor, David Wallis Reeves, Louis Armstrong, Helen May Butler and Augustus Adams. Vocabulary: conductor		Cross Curricular: Social Studies
<ul style="list-style-type: none"> Identify and listen critically to unique songs written for band and orchestra. 	<ul style="list-style-type: none"> How to listen to band music critically and take notes on style, form, and function of individual musical pieces. Vocabulary: Valves, ophicleides, saxhorn, accent, adagio, largo, staccato, forte, piano, dynamics, legato, chromatic, diatonic, crescendo	<ul style="list-style-type: none"> Attend either the holiday band concert or orchestra concert at MJS and write an essay about the songs and styles chosen by the conductor and the types of instruments featured in each song. Explain what kind of song each selection is- march, ballad, minuet, etc. Does the piece tell a story? Interview one of the instrumental music teachers about their experience conducting orchestras/bands. 	<p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>1.4.8.B.3 Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>
<ul style="list-style-type: none"> Understand the connection between band music during the 18th and 19th century and band music today. 	<ul style="list-style-type: none"> How to research modern concert bands and orchestras. Understand the struggles that modern concert bands and orchestras face as the popularity of band and orchestra music wanes. Vocabulary: Meter, cut time, common time, repeat, coda	<ul style="list-style-type: none"> Create a PowerPoint presentation about a selected concert hall of your choice. Examples could include Carnegie Hall, the MET Opera, etc. Learn how to conduct a variety of pieces of music and conduct them for the class. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p>

Unit 6 Overview

Unit Title: The Phonograph: The Beginning of the Great American recording industry.

Unit Summary: Unit 6 will discuss the invention of the phonograph by Thomas Edison and the effects of the phonograph on the music industry in America. We will go into early recording and travel through time periods based on the recording and music reproduction devices. Students will also study the social and political effect of the recording industry from the early 20th Century through today.

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- When/Why/ and by Whom was the phonograph invented?
- When did phonographs and music play-back technology become accessible to the general public?
- What sorts of things were first recorded on the phonograph?
- What were the later models of sound recording devices called and how did they work?
- How did the recording industry affect different populations of America based on race?
- How did the recording industry affect different populations of America based on income?
- How did the phonograph work?
- What sorts of people benefited from the recording industry?
- What sorts of people were exploited by the new recording industry?

Unit Enduring Understandings:

- The Phonograph was invented by Thomas Edison and his team in 1877 in order to capture sound and reproduce it at a later time.
- The recording industry has evolved a great deal over time.
- Today, because of the recording industry, the most celebrated people in the music industry are the performers and recording artists, not the composers and band leaders of previous centuries.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students will give group presentations on different recording methods that were used from 1870 through today.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation explaining the chosen method of recording and playing back music.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Understand the creation of the Phonograph. 	<ul style="list-style-type: none"> What people tried to create phonograph like recording devices before Edison. Thomas Edison was the inventor of the phonograph. How the Phonograph worked What the first recordings were of. <p>Vocabulary: wave forms, stylus, vibration, diaphragm, graphophone, gramophone, phonautograph, paleophone, patent</p>	<ul style="list-style-type: none"> As a class, students will create a time-line of devices created to record music. Students will research the science behind the creation of the phonograph and Round Robin self-teach about their findings. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>Cross Curricular: Science</p>
<ul style="list-style-type: none"> Understand the social effects that music recording has had on the United States. Explain the rise of music as a commodity in America. Understand the focus shift from composers to individual musical artists with the popularity of recorded music. 	<ul style="list-style-type: none"> How technological advancements in transportation helped to spread music recordings from one coast of the United States to the other. How the recording of music changed the relationships between people from different ethnic and socio economic backgrounds. <p>Vocabulary: Tin Pan Alley, publication</p>	<ul style="list-style-type: none"> Students will create a time-line of famous recordings including bands, musicals, orchestras, solo, singers etc. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Understand the shift from participation in music to the consumption of music with the development of recorded music. 	<ul style="list-style-type: none"> How to research the early recording industry and early recording artists. Who benefited from the early recording industry and who was exploited. <p>Vocabulary: Commodity, Race Records, George W. Johnson,</p>	<ul style="list-style-type: none"> Write a persuasive essay either for or against the recording and commodification of music. 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>Cross Curricular: Language Arts/ Writing Intensive</p>

Unit 7 Overview

Unit Title: Vaudeville, Broadway, and the American Musical

Unit Summary: Unit 7 will discuss the origins of the American musical beginning with minstrelsy and vaudeville troupes that traveled the United States performing in small venues across the country and the gradual development of the Broadway Musicals we love today. We will study primary source documents, view pieces of “Broadway the American Musical” by PBS and study the first Broadway musicals. We will make big picture connections between

Suggested Pacing: 9 lessons

Learning Targets

Unit Essential Questions:

- What was minstrelsy?
- Where did minstrelsy come from?
- Who participated in minstrelsy?
- What was Vaudeville?
- What caused the decline of Minstrelsy and Vaudeville?
- What shows were considered the first “Broadway” shows?
- How did Broadway affect popular music and culture?
- How did Broadway affect the recording industry?

Unit Enduring Understandings:

- Minstrelsy was an exploitative form of early American theater focused on the exaggeration of real life circumstances and dangerous stereotypes of black Americans during the 19th and 20th centuries.
- Minstrel shows were performed primarily by black and Irish Americans.
- Vaudeville was a type of performance art popular from 1880-1930 that featured multiple individual song and dance, burlesque, or comedic numbers in one show.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.

Summative Assessments: Students create their own Vaudeville Acts in groups and perform them for the class.

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation about a chosen musical and it’s modern day connection to Vaudeville.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Understand the beginnings of Minstrelsy in America and Vaudeville and how they are connected. 	<ul style="list-style-type: none"> Minstrelsy as a generic concept (the idea of the traveling minstrel) was much less sinister and had origins in Ireland and Scotland. How to differentiate between European Minstrelsy and American Minstrelsy. How to research Vaudeville and the Keith, Pantageas, and Orpheum Circuits. <p>Vocabulary: ad lib, all washed up, big time, minstrel, black face, comedy, ignorance, Orpheum Circuit, Pantageas Circuit, Blue Material, Bit, sketch</p>	<ul style="list-style-type: none"> Students will research Minstrelsy and Vaudeville and write a letter to the manager of their local theater (from the point of view of an early 20th Century citizen) urging them to change a particular policy. They can write about the misrepresentation of black Americans, mistreatment of animals in Vaudeville acts, Blue Material or anything else they disagree with. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3-Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1-Understand that technological changes influence the development of music.</p> <p>Cross Curricular: Language Arts/ Writing</p>
<ul style="list-style-type: none"> Understand the decline of Vaudeville and the rise of the Broadway Musical. 	<ul style="list-style-type: none"> How WWI affected theater as entertainment. How to research Musical Theater. <p>Vocabulary: Orchestra, mezzanine, balcony, pit, book, lyrics, choreographer, director, producer, dramaturg, ensemble, leading actor/actress, supporting actor/actress</p>	<ul style="list-style-type: none"> Students will create a PowerPoint presentation about any aspect of musical theater that interests them in groups of two or more. Students can pick a musical and perform a song or scene from the musical. 	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3-Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Understand the development of the Broadway Musical between its inception in the 1930s/40s and today. 	<ul style="list-style-type: none"> How to research Broadway Musicals. That musical theater has evolved tremendously over the past 80 or so years. The difference between older classic musicals and current pop musicals. 	<ul style="list-style-type: none"> Students will create a Vaudeville act in groups of three and perform them for the class. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>CRP6- Demonstrate creativity and innovation.</p> <p>Cross Curricular: Dance</p>

Unit 8 Overview	
Unit Title:	From New Orleans to Chicago: The Jazz Age
Unit Summary:	Unit 8 will focus on the evolution of Jazz music.
Suggested Pacing:	9 lessons
Learning Targets	
Unit Essential Questions:	<ul style="list-style-type: none"> • What is Jazz? • When was Jazz created? • How does Jazz from the 1920's compare to jazz today? • Who were some key players in Jazz music? Who ARE some key players in Jazz Music? • What is syncopation? How does this relate to jazz music? • What is polyphony? How does this relate to jazz music? • What are the subgenres of jazz music? • What is the connection between race and jazz music? • How was the reproduction and popularity of jazz music affected by technology?
Unit Enduring Understandings:	<ul style="list-style-type: none"> • Jazz music is a form of “American music developed especially from ragtime and blues and [is] characterized by propulsive syncopated rhythms, polyphonic ensemble playing, varying degrees of improvisation, and often deliberate distortions of pitch and timbre. • Subcategories of Jazz include; avante garde jazz, bebop, big band, chamber jazz, cool jazz, Latin jazz, swing, dixieland, and traditional jazz. • Unlike early Ragtime which is mostly a written tradition (distributed in specifically written sheet music), Jazz music is primarily reproduced through recordings. • Jazz music led to a popular style of dance, also called jazz.
Evidence of Learning	
Formative Assessments:	A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.
Summative Assessments:	Students will take a Unit 8 test on Jazz.
Alternative Assessments:	Students will have the opportunity to develop a PowerPoint presentation on the origins and history of jazz music.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Students will be able to understand the fundamental connection between Jazz music and the time period in which it was born. Students will learn about the connections between jazz, blues, and ragtime. 	<ul style="list-style-type: none"> Jazz was born from varying styles of music including blues and ragtime. While the Jazz era technically begins with the “Roaring 20’s”, musicians were busy creating jazz music by the late 19th century. People: Scott Joplin, Jelly Roll Morton, Buddy Bolden, King Oliver, Nick LaRocca, James P. Johnson, Sidney Bechet, Louis Armstrong, Ella Fitzgerald, Billie Holiday, Sarah Vaughan, Nina Simone. <p>Vocabulary: Beebop, dixieland, ragtime, improvisation, scat</p>	<ul style="list-style-type: none"> Students will research jazz music on their chrome books and work collaboratively to make a time-line of historically relevant (to jazz) events starting in the 1890s. Students will research and write a 1-2 page report on a jazz, blues, or ragtime musician. *Students can opt to make a PowerPoint presentation. Students will divide into groups and make a short presentation on the social and economic history of the time period between 1899 and 1930. Each group will take a period of 5-10 years depending on the size of the group. Students will peer-teach themselves about what was going on during that time period (WWI, prohibition, Jim Crow, etc.) and discuss possible connections to Jazz music. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>Cross Curricular: Language Arts/ Writing</p>
<ul style="list-style-type: none"> Students will be able to compare and contrast songs and pick out time periods they were created. Students will also be able to tell the difference between jazz, blues, and ragtime and will be able to decide which of the earlier musical forms most influenced the pieces. 	<ul style="list-style-type: none"> How to listen critically to musical examples and be able to pick out key musical elements. Students will know that ragtime music will be primarily piano, while blues will be a mixture of piano and guitar, and jazz will have many instruments involved. Students will know that since the phonograph was a relatively new invention during the time when Ragtime was created, most of the recordings they will hear will be of modern musicians playing ragtime pieces. 	<ul style="list-style-type: none"> Students will listen critically to several pieces of music and free write about the way that the music makes them feel, what it makes them think of, and what kind of story they think the music is trying to tell. The teacher will assess this assignment by reading the free-writing assignment and grading based on thoughtful description. Students will write a 3 paragraph essay about how technology affected jazz music, making sure to cite key examples from the text. 	<p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Students will be able to make connections between jazz music and jazz dance. 	<ul style="list-style-type: none"> Understand that jazz dance came from jazz music. Understand ways in which jazz dance and jazz music are connected. Several jazz dance moves typical of the jazz era. <p>Vocabulary: Charleston, jitterbug, lindy hop, boogie-woogie</p>	<ul style="list-style-type: none"> Students will create a short dance (in groups of four) by taking short, simple, jazz dance moves learned during the unit and combining them. Students will then perform the dance they have created with the jazz song of their choosing. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Dance</p>

Unit 9 Overview	
Unit Title: Rock n’ Roll 50s, 60s, 70s	
Unit Summary: Unit 9	
Suggested Pacing: 9 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • When did Rock n’ Roll originate? Is there a specific year? • Where did Rock n’ Roll originate? • How did WWII contribute to the creation of the modern rock band? • What other genres of music influenced Rock n’ Roll? • What types of instruments are used in Rock n’ Roll? • In what ways has Rock n’ Roll contributed to social and political change in the United States of America? • What was the role of the Vietnam War in Rock n’ Roll music in the 1970s? • What was the Second Great Migration and how did it affect the genesis of Rock n’ Roll? • What are different sub-genres of Rock n’ Roll? • How is Rock music present in current popular music? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Rock n’ Roll is a style of music that developed in the 1950’s. • Rock n’ Roll generated in the southern United States, merging African musical traditions and European instrumentation. • Rock n’ Roll was directly born from the fusion of country music and rhythm and blues. Rhythm and Blues or R&B was influenced by jazz, swing, and folk music and was often called “race music”. Early Rock n’ Roll is often described as a re-branding of R&B as a hybrid musical form for mixed race audiences. • Primary instruments used in Rock n’ Roll music are the electric guitar, the electric bass, and the drum kit. Some Rock n’ Roll music incorporates other instruments like the piano, saxophone, or Hammond organ. • Rock n’ Roll music helped to bridge the gap between White and Black Americans during the Civil Rights movement. • Rock n’ Roll music gave musicians a forum for protesting government corruption and war during the 1970’s and the Vietnam War. • The Second Migration is a term given to the migration of former slaves and their descendants to major cities such as St. Louis, Memphis, New York City, Detroit, Chicago, Cleveland, and Buffalo. This resulted in the initial integration of many cities and the merging of various Black and White musical influences. 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.</p>	
<p>Summative Assessments: Students will create a 10-minute long “radio show” presentation about what in their opinions were the most important Rock n’ Roll songs and artists of the 1950s, 1960s, and 1970s and why. This will be presented in groups.</p>	

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation about the most important Rock n’ Roll songs and artists of the 1950’s, 1960’s, and 1970’s and why. This can be done alone or with a group.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Students will be able to understand the genesis of Rock n’ Roll music from a historical and musical standpoint. 	<ul style="list-style-type: none"> Students will know how to research Rock n’ Roll music, Rock Bands, and how history has affected Rock n’ Roll music. Students will know how to research the “Second Great Migration” and be able to see how it connects to Rock n’ Roll music. Students will be able to reflect on US history and think critically about historical event that relate to Rock n’ Roll music. <p>Vocabulary: fusion, migration, backbeat, jam band, honky tonk, juke joint, juke box, bebop, crossover, delta blues, Folk Rock, Rockabilly, Soul, Disco</p>	<ul style="list-style-type: none"> Have students research the Rock n’ Roll decades in three different teams (each team will cover a decade) and have students find artists and sound clips from each decade to share via PowerPoint or Poster Board with the class. Students will free write in their journals about the impact of the Second Migration and cultural and musical fusion in Rock n’ Roll music. 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>6.2.12.D.3.b- Explain how industrialization and urbanization affected class structure, family life, the daily lives of me, women, and children and the environment.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Students will be able to identify the decade a Rock n’ Roll song was produced by the way the instrumentation and vocal stylings sound. Students will be able to identify instruments that are used in Rock n’ Roll music. 	<ul style="list-style-type: none"> Students will know what different Rock n’ Roll instruments sound like. Students will know how to listen critically to Rock n’ Roll music. <p>Vocabulary: Hammond Organ, Electric Guitar, bar chords, chord,</p>	<ul style="list-style-type: none"> Have students take an aural quiz where they determine which decade each song came from based on the voices and instrumentation. Students should be able to back up their answers with an explanation. Have students write a compare and contrast essay about the similarities and differences between two selected songs. Perhaps the differences and similarities between “Sweet Home Alabama” and “Joy to the World”. (Jeremiah was a bullfrog- not the Christmas carol). 	<p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3 Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Writing</p>
<ul style="list-style-type: none"> Students will be able to think critically about the Rock n’ Roll genre and the social and cultural impact that individual artists and songs had. 	<ul style="list-style-type: none"> Students will know how to research Rock n’ Roll artists and songs. Student will know how to work collaboratively and be able to effectively share opinions about different Rock n’ Roll artists and songs. <p>Vocabulary: Flip side, B side, Protest, collaboration</p>	<ul style="list-style-type: none"> Students will create a “radio segment” or “news segment” about the most important musicians and songs of the 1950s, 1960s, and 1970s in Rock n’ Roll music. Project should include sound files and should be presented in groups. 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2 Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Communications</p>

Unit 10 Overview	
Unit Title: 1980's and 90's: Pop, Rock, and the Birth of Hip Hop	
Unit Summary: Unit 10	
Suggested Pacing: 9 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What kinds of music thrived in the 1980s? How are these types of music connected to the music of previous decades? • What kinds of music thrived in the 1990s? How are these types of music connected to the music of previous decades? • What is Pop music and why is it important? • What is Rock music and why is it important? • What is Hip Hop music and why is it important? • How did crossovers and collaborations between artists in these styles effect music and culture in the 1980s and 90s? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The 1980s ushered in an era of digital recording electronic music genres including electro-pop, glam metal, and hip hop. • Pop music is any music that is considered popular. In the 1980s it refers primarily to electronic pop music, popularized by artists like Cyndi Lauper, Whitney Houston, Madonna, and Michael Jackson. In the 1990s, pop music refers to the girl groups (Spice Girls, Destiny's Child, TLC etc.), boy groups (Backstreet Boys, N*SYNC, Hanson, 98*, etc.), and R&B inspired vocalists like Mariah Carey, Christina Aguilera, Toni Braxton and Boyz II Men. • Rock music is a type of music played with live instruments and a strong back beat that is derived from the Rock n' Roll music of the 1950s, 1960s, and 1970s. In the 1980s the most popular form of Rock music was what is often referred to as "Glam Rock" which featured artists like Aerosmith, Bon Jovi, Def Leppard, Guns N' Roses, and Kiss etc. In the 1990s, rock music took a "no-frills" approach and popularized heavy rock and grunge bands like Metallica, Nirvana, Red Hot Chili Peppers, Hole, and Garbage etc. • Hip Hop music is a style of popular music of US Black and Hispanic origin, featuring rap with an electronic beat. The 1980s featured a more bare-bones approach to rap music, featuring artists like Sugarhill Gang, Grandmaster Flash & the Furious Five, Run DMC, Ice T, and N.W.A etc. The 1990s brought about memorable hooks, solid collaborations, and dramatic rivalries with artists such as Notorious BIG, Puff Daddy (P.Diddy), Tupac Shakur, Juvenile, Jay Z, The Fresh Prince (Will Smith), Salt N Pepa, DMX, and The Fugees etc. 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.</p>	
<p>Summative Assessments: In groups, students will create a 1980's/ 1990's style magazine complete with a cover and the 'artist profiles' of three different musical groups depending on the year chosen. Teacher will hand out a specific year to each group (ex. 1997 or 1982) and students will research three musical groups (any genre) that were popular during that year and write a profile on them. Magazine should be tangible and can be created electronically or by actually cutting and pasting.</p>	

Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation on three musical groups from a designated year in the 1980s or 1990s.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Students will be able to differentiate between the different popular musical genres in the 1980's and 1990's. Students will be able to timeline the transitions and change of hip hop, pop, and rock music from 1980- 1999. 	<ul style="list-style-type: none"> Students will know how to research Hip Hop, Rock, and Pop music in the 1980s and 1990s. Students will know how to research the evolution of recording from tape to digital in the 1980s. <p>Vocabulary: analog, Demo, EP, Rap, Gangster Rap, R&B, mastering, Producer, royalty, record, cassette tape, eight track, turntable, mix, adult contemporary</p>	<ul style="list-style-type: none"> Students will research the evolution of digital recording and write a brief journal or essay on the differences between recording on tape and recording digitally. Students will infer what these changes might have meant for the recording industry. Students will add to previously made timeline of American music, showing how music from the 1950s-1970s contributed to music from the 1980s and 1990s. 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>Cross Curricular: Technology/ Social Studies</p>
<ul style="list-style-type: none"> Students will be able to understand the cultural and social impact of rock in the 1980s and 1990s. Student will be able to understand the cultural and social impact of pop music in the 1980s and 1990s. Students will be able to understand the cultural and social impact of hip-hop music in the 1980s and 1990s. Students will be able to understand the social and cultural relevance of music videos in the 80s and 90s. 	<ul style="list-style-type: none"> Students will understand how to make connections between Pop, Rock, and Hip Hop during the 1980s. Students will know how to analyze pop, rock, and hip hop songs for theme, context, and musical form. <p>Vocabulary: Hook, Beats, Beatbox, Cipher, Freestyle, Flow, Graffiti, MC, Old School, Underground, Rhyming, Alternative, teen pop, teenie bopper, TRL (Total Request Live), MTV</p>	<ul style="list-style-type: none"> Students will fill in (a little bit each day) a Venn Diagram at the front of the classroom that shows genre crossovers and collaborations between Pop, Rock, and Hip Hop artists. Students will analyze a music video from the 80s or 90s and discuss the technology used, story line, music, and costuming. 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Students will be able to identify key songs and musical works and create opinions of the music based on critique. 	<ul style="list-style-type: none"> Students will understand that their opinions about music matters and that having a differing opinion about a piece of music than another person does not make their opinions wrong. In the 80's and 90's music was extremely diverse and there was essentially "something for everyone". 	<ul style="list-style-type: none"> In groups, students will create a 1980's/ 1990's style magazine (Think Teen Bop) complete with a cover and the 'artist profiles' of three different musical groups depending on the year chosen. Teacher will hand out a specific year to each group (ex. 1997 or 1982) and students will research three musical groups (any genre) that were popular during that year and write a profile on them. Magazine should be tangible and can be created electronically or by actually cutting and pasting 	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2 Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>Cross Curricular: Art/ Technology</p>

Unit 11 Overview	
Unit Title: 'oos-Today: Social Media and Music	
Unit Summary: Unit 11	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • What is the primary effect that technology and social media have had on modern music? • What genres of music are popular today? • How do we consume our music today? • What do we consider Pop music today? • What is the role of the Record Label in modern music? • What is the role of musical talent in modern music? • What has been the impact of televised talent shows such as American Idol, the Voice, and America's Got Talent on the music industry? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • The primary effect of technology and social media on modern music is the ability for artists to circumvent record labels. Technology has also made recording music and making music videos much less exclusive, costly, and time consuming. Social media and music file sharing has made many types of music accessible to different regions of the United States, making different genres popular in regions where the music had not traditionally popular (ex. Country music in NJ or Hip Hop in Alaska). • While many genres of music are popular today, different sources site Country Music, Rock Music, and Hip Hop separately as the top genre of music as of 2019. • We primarily consume our music digitally with free and paid streaming services rather than purchasing CDs, tapes, or records. • Artists are expected to first make a name for themselves via social media and develop a following independently before they can be "signed" to a record label. • While many current music-makers exhibit instrumental, vocal, and creative talent, it is not an absolute necessity to become a popular music-maker today. Consumers in the 21st Century are interested in musical artists as a "full package". 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the unit, such as reading reaction papers, in-class participation, and quizzes.	
Summative Assessments: Students will choose a current (2000-today) musical artist to create an Artist Portfolio project about. Students will research the musician's personal life, discography, musical genre, accomplishments etc. and create a presentation as though they are the artist's manager and are trying to convince us (the record label) to sign them to a brand new, high profile, 360° deal.	
Alternative Assessments: Students will have the opportunity to develop a PowerPoint presentation about the musical artist of their choosing.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Students will be able to identify different musical artists from 2000-today from various musical genres. Students will be able to identify different musical genres that were popular from 2000-today. Students will be able to make connections between current popular music and music from the past. 	<ul style="list-style-type: none"> How to research the musical influences of popular musicians today. Students will learn which musicians became popular in which years and who remained popular for many years. <p>Vocabulary: indie-rock, auto-tune, teen pop, Contemporary R&B, southern hip hop, adult contemporary, pop country, EDM (electronic dance music), pop rock, power pop, pop punk</p>	<ul style="list-style-type: none"> Students will add to the collaborative musical genre timeline with popular music and artists from the 2000s to today. Students will listen to and write journal entries about different musical artists from the 2000s through today. 	<p>1.2.8.A.2- Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.2.8.A.1- Understand that technological changes influence the development of music.</p> <p>Cross Curricular: Language Arts/ Writing/ Social Studies</p>
<ul style="list-style-type: none"> Students will be able to compare and contrast songs from the 2000s to today. 	<ul style="list-style-type: none"> Why certain songs were popular during certain years. They will be able to identify what songs were historically impacted. 	<ul style="list-style-type: none"> Students will research and compare and contrast the number one song on the Billboard Hot 100 list for each of the years from 2000 to today and journal or write a brief essay about what kinds of trends they see and what events may have impacted these trends. <p>* Teacher may make a chart for students to fill out as an alternative assignment.</p>	<p>1.1.8.B.2- Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3- Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p> <p>1.4.8.B.3- Compare and contrast pieces of music by writing essays.</p> <p>Cross Curricular: Social Studies</p>
<ul style="list-style-type: none"> Students will be able to listen critically to music from the 2000s to today. 	<ul style="list-style-type: none"> Make opinions of songs and artists based on focused critical listening and text analysis. Find a genre that is interesting to them and be able to explain why. 	<ul style="list-style-type: none"> Students will choose a current (2000-today) musical artist to create an Artist Portfolio project about. Students will research the musician's personal life, discography, musical genre, accomplishments etc. and create a presentation as though they are the artist's manager and are trying to convince us (the record label) to sign them to a brand new, high profile, 360° deal. 	<p>1.2.8.A.3- Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2- Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>9.2.8.B.4- Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.</p> <p>Cross Curricular: Technology</p>

Unit 12 Overview	
Unit Title: Songwriting	
Unit Summary: Unit 12 focuses on the art of songwriting. Students will study famous songs and what makes them pleasing to listen to. Students will then write their own original songs with the assistance of the teacher.	
Suggested Pacing: 9 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How are songs created? How are songs recorded? What kind of song do I want to create? What kind of song CAN I create? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Most songs follow a specific formula. Songs can be written in any genre of music using acoustic, electric, or electronic instruments. We can record songs using simple free technology and simple microphones. You can create ANY type of song you set your mind to! 	
Evidence of Learning	
Formative Assessments: Formative assessments will be workshopping our final song project. Students will be graded based on their effort to complete the project during class each day.	
Summative Assessments: Students will complete a final song-writing project where they will write their own original song in any style they choose.	
Alternative Assessments: Students will have the opportunity to work in teams.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<ul style="list-style-type: none"> Students will be able to understand song form. 	<ul style="list-style-type: none"> Most songs are written following a similar format of A,B,A,B,C,B,B How to choose a genre and theme for their original song. <p>Vocabulary: verse, refrain, chorus, bridge, hook</p>	<ul style="list-style-type: none"> Students will receive a handout on song form and will first study their favorite song and determine what kind of song form it follows. Does it follow traditional song form? Are there verses and refrains? 	<p>1.2.8.A.2 Trace the history of music in world cultures and differentiate music piece and styles according to time and place.</p> <p>1.2.8.A.1 Understand that technological changes influence the development of music.</p> <p>1.1.8.B.2 Understand musical rules ascribed to different genres of music and be able to compare songs according to their structure and musical elements.</p> <p>1.4.8.A.3 Distinguish among musical styles, trends and movements in music within different cultures and historical eras.</p>

<ul style="list-style-type: none">• Students will be able to create an original song in a genre of their choosing using acoustic, electric, or electronic instruments and available computer software.	<ul style="list-style-type: none">• Students will know that his or her musical taste and expression is valid and that they are capable of creating new music independently.	<ul style="list-style-type: none">• Students will create an original song, following basic song format. Students may use acoustic instruments, electric instruments, electronic instruments, and computer programs to complete the task. Students may work in teams of 3 or less.	<p>1.2.8.A.3 Understand the social, historical, and political impact of art and artists on culture and culture on the arts.</p> <p>1.3.8.B.2 Perform independently or with a group with expressive qualities that accurately reflect the style of music.</p> <p>Cross Curricular: Writing/ Technology</p>
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