

MUSIC APPRECIATION THROUGH THE AGES:
BACH TO ROCK
GRADES 9-12

The Ewing Public Schools
1331 Lower Ferry Road
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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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PREFACE

This curriculum guide is intended to provide vertical and horizontal framework for the music program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in musical theater which will best meet the needs of their students. The teacher's knowledge of the students' level of development, learning styles and general readiness to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The textbook for Music Appreciation is *Music! Its Role and Importance in Our Lives*, which comes with a CD resource package. The textbook is intended to provide resources to the teacher in preparation of instructional activities. Teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

COURSE DESCRIPTION AND RATIONALE

Music Appreciation is a course designed to give students a comprehensive look at music from ancient Greek civilization through hip hop music of today. This course is open to all students, regardless of their past musical background. The goal of Music Appreciation 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 ancient Greeks and ending with current classical music.

The second half of the course examines various types of popular music of the 20th century including jazz, rock and roll and pop. Music Appreciation is a full semester class that meets every day in 83-minute blocks.

UNIT 1: ELEMENTS OF MUSIC [10-12 DAYS]

Why Is This Unit Important?

This introduction to listening and appreciating music focuses on creating a foundation of knowledge and vocabulary for discussing and analyzing musical performances and experiences. A review of basic music elements ensures that all students understand basic musical concepts. A study in the various ways in which one can listen to music generates discussion about the role of music in one's life. Acquiring criteria to explore the performances one hears rounds out the review of music fundamentals.

Enduring Understandings

1. Students will learn definitions of musical elements such as melody, pitch, rhythm and beat and identify them through active listening.
2. Students will be able to correctly use musical element terms in writing.
3. Students will explore concepts of rhythm including beat, meter and accents.
4. Students will identify the sound of instruments and be able to assign them to a family.
5. Students will define and identify the different types of voice.
6. Students will explore the similarities and differences in different musical cultures.
7. Students will discuss characteristics of classical, traditional and popular music.
8. Students will explore a variety of ways in which to listen to music.
9. Students will learn how to listen to music while protecting their hearing.
10. Students will acquire criteria for evaluating music performances.

Essential Questions

1. What vocabulary is necessary to discuss music?
2. What are rhythm and meter?
3. How are instruments and voice types classified?
4. How can different types of music be classified?
5. Can one listen to music in different ways?
6. How can one listen to music safely?
7. How does one evaluate a performance?

Acquired Knowledge

1. Melody, pitch, rhythm and beat are the essential building blocks of music.
2. All instruments are assigned to a family.
3. The three main genres of music are classical, traditional and popular.
4. The experience of listening to music differs depending on the way in which one listens and whether one listens alone or in the company of others.
5. There are a variety of ways to protect one's hearing when listening to and making music.

6. There is set criteria for evaluating music performances.

Acquired Skills

1. Identify, use and write with musical terms correctly.
2. Identify and perform elements of rhythm and meter.
3. Identify instruments and voices.
4. Classify music into various categories.
5. Identify music as various genres and subgenres.
6. Make appropriate decisions as to the type of listening applicable in a situation.

Major Assessments

1. Vocabulary lists
2. Listening activities
3. Written assessment
4. Participation

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1 and B.2
- 1.2.12.A.2 and B.1
- 1.3.12.B.4
- 1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** music time capsule, listening activities, STOMP
2. **In-Class Activities:** listening, reading, direct instruction, discussion, performing
3. **Cross-Content Writing Activities:** writing music reviews
4. **Home-Link Activities:** discussing musical tastes with family members
5. **Possible Dilemmas:** uncomfortable talking about different religions
6. **Accommodations:** reading outlines, vocabulary lists, oral assessment
7. **Extensions:** research into music critic careers, researching history of various musical instruments
8. **Technology:** CD/MP3 player, DVDs, internet streaming, electronic keyboard

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 2: ANCIENT TO RENAISSANCE MUSIC [5-6 DAYS]

Why Is This Unit Important?

The origins of Western art music lie in the society of ancient Greece. The Greeks wrote much about music theory that still influences music today. The concepts of rhythm and harmony find their roots in the church music of the Middle Ages. Since the Church was one of the few functioning educational institutions during the Middle Ages, it remains an important source for what is known about music during that time period. Music of the Renaissance is still performed, often by high school choirs. The evolution of polyphony and word painting continues to influence music today.

Enduring Understandings

1. Students will identify the Greek ideals of music.
2. Students will learn the role of rhythm and pitch in epic poetry.
3. Students will explore the role of music in public religious festivals.
4. Students will be able to explain the evolution of written notation.
5. Students will trace the development of chant.
6. Students will be able to distinguish between Ordinary Mass and Proper Mass.
7. Students will identify various types of medieval minstrels and music they sang.
8. Students will identify the uses of instrumental music in the Middle Ages.
9. Students will trace the development of polyphony.
10. Students will define, identify and describe motets and madrigals.
11. Students will define word painting and identify its use in music.
12. Students will explore the development of instrumental music including dance music and canzonas.

Essential Questions

1. What did the ancient Greeks believe about music?
2. How does music influence Greek epic poetry?
3. What were ways in which the Greeks experienced music?
4. How did written musical notation evolve?
5. Why is most medieval music related to the church?
6. Who were minstrels and about what did they sing?
7. What was the use of instrumental music in the Middle Ages?
8. What is polyphony and how did it develop?
9. What are madrigals and motets?
10. What is word painting and how is it used?
11. How did instrumental music continue to develop through the Renaissance?

Acquired Knowledge

1. Ancient Greeks believed music came from gods and involved use of numbers.
2. Pitch and rhythm are a part of epic poetry such as the *Odyssey*.
3. The ancient Greeks experience music in private, religious and civic life.
4. Music notation has evolved in various ways since the ancient Greeks.
5. The church played an important role in promoting and preserving music because they were institutions of learning in the Middle Ages.
6. Instrumental music in the Middle Ages was used for dancing and festivals.
7. Polyphony is harmony and developed from chant.
8. Madrigals and motets were popular vocal forms in the Renaissance.
9. Word painting uses music to elaborate the meaning of the text.
10. During the Renaissance, instrumental music began to be used in the Church.

Acquired Skills

1. Develop own system of musical notation.
2. Identify monophonic, homophonic and imitation singing.

Major Assessments

1. Musical notation project
2. Written assessment
3. Renaissance composer poster

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- | | |
|--------------------|-----------------------------------|
| 1.1.12.B.2 | 1.3.12.B.1 and B.4 |
| 1.2.12.A.1 and A.2 | 1.4.12.A.1, A.2, A.3, A.4 and B.1 |

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** list knowledge of history and culture of the ancient Greeks and the Middle Ages
2. **In-Class Activities:** listening activities, reading, direct instrument, musical notation activity, media center research
3. **Cross-Content Writing Activities:** reading Homer
4. **Home-Link Activities:**
5. **Possible Dilemmas:** discuss and listen to music of the Roman Catholic Church
6. **Accommodations:** reading guides, vocabulary sheets, oral testing, simplify notation project
7. **Extensions:** research into further medieval instruments and composers
8. **Technology:** CD/MP3 player, websites

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 3: BAROQUE MUSIC [4-5 DAYS]

Why Is This Unit Important?

Baroque music is probably the earliest “classical” music students recognize. Its music remains popular today at restaurants and in weddings, movies, television and even sampled by hip hop artists. Understanding the basic elements of Baroque music allows students to easily identify the music and appreciate it.

Enduring Understandings

1. Students will be able to identify the basso continuo and label the instruments in a basso continuo group.
2. Students will be able to label and classify the differences between Baroque opera, oratorio and cantata.
3. Students will explore the development of the concerto and identify its use in contemporary music.
4. Students will identify and discuss contributions of Vivaldi, Bach and Handel to music.

Essential Questions

1. What distinguishes Baroque music from other forms of classical music?
2. What is opera and how did it begin?
3. What are other vocal forms of the Baroque era?
4. What is the concerto?
5. Who were important Baroque composers?

Acquired Knowledge

1. The basso continuo is the backbone and defining characteristic of Baroque music.
2. Opera began at the beginning of the Baroque era and is drama sung with no spoken text.
3. Operas, oratorios and cantatas were important vocal forms in the Baroque era.
4. The concerto is an instrument form of a soloist alternating with a larger group.
5. Bach, Handel and Vivaldi were important Baroque composers.

Acquired Skills

1. Recognize basso continuo
2. Distinguish between various vocal forms.

Major Assessments

1. Research presentation
2. Written assessment

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.4
- 1.4.12.A.1, A.2, A.3, A.4 and B.1

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** associations with opera
2. **In-Class Activities:** listening activities, reading, direct instruction
3. **Cross-Content Writing Activities:** research about controversial songs
4. **Home-Link Activities:**
5. **Possible Dilemmas:** discussion of anti-Semitism, discussion of religious music
6. **Accommodations:** reading outlines, vocabulary sheets, simplified instructions, oral assessment
7. **Extensions:** research into other Baroque composers and famous pieces of music, prepare performance of Baroque music
8. **Technology:** podcasts, YouTube videos, CD/MP3 player, DVDs, internet

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 4: CLASSICAL MUSIC [8 DAYS]

Why Is This Unit Important?

Music of the classical era remains some of the most popular and easily recognizable classical music. The music of Mozart and Haydn remain influential and some of the most played works in the repertoire. Understanding the lives of these composers and their influence on classical music is essential for appreciating all types of music.

Enduring Understandings

1. Students will be able to identify and define the characteristics of classical music and its various genres.
2. Students will explore the evolution of the symphony and identify its form,
3. Students will define and identify sonata-allegro form and rondo form.
4. Student will explore the lives of Mozart and Haydn and their contributions to classical music.
5. Students will explore the evolution of keyboard instruments including organ, harpsichord and piano.

Essential Questions

1. What defines music of the classical era?
2. What is the symphony?
3. What are ways in which music is organized?
4. Who are some famous classical composers?
5. Is the film “Amadeus” fact or fiction?
6. What are the origins of keyboard instruments?

Acquired Knowledge

1. Classical music is characterized by simple, balanced melodies with light accompaniment.
2. The symphony is a large-scale work for full orchestra and typically has four movements.
3. Sonata-allegro form and rondo form are two ways in which to organize music.
4. Mozart and Haydn are famous classical composers.
5. Keyboard instruments originated with the organ in ancient Greece. The harpsichord followed next with the piano improving on the harpsichord with sustainability and dynamics.

Acquired Skills

1. Identify classical music.
2. Distinguish between the sounds of organ, harpsichord and piano.

Major Assessments

1. OEQs
2. Written assessment
3. Informal observation and participation

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.4
- 1.4.12.A.1, A.2, A.3, A.4 and B.1

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activity with music of Mozart
2. **In-Class Activities:** reading, direction instruction, listening, *Amadeus*, field trip to auditorium to look at grand piano, podcasts
3. **Cross-Content Writing Activities:** OEQs
4. **Home-Link Activities:**
5. **Possible Dilemmas:** none
6. **Accommodations:** reading guides, vocabulary lists, scaffolding, oral assessment and activities
7. **Extensions:** further research into the lives of classical composers, performance of classical repertoire
8. **Technology:** podcasts, YouTube videos, CD/MP3 player, internet

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 5: THE MUSIC OF BEETHOVEN [2-4 DAYS]

Why Is This Unit Important?

Beethoven's music is the bridge between the classical and romantic eras. His music was the first to address autobiographical issues and it transformed music from a commodity to a personal expression. Beethoven's music has been influential since it was first written and continues to play an important role in the private, religious and civic life of people throughout the world.

Enduring Understandings

1. Students will be able to describe Beethoven's life, including musical career, love life and deafness.
2. Students will be able to identify how Beethoven's music changed from classical to romantic.
3. Students will explore various compositions by Beethoven.

Essential Questions

1. What was Beethoven's life like?
2. How did Beethoven's deafness affect his music?
3. How did Beethoven's change over time?
4. What are some famous compositions by Beethoven?

Acquired Knowledge

1. Beethoven came from a musical family and worked very hard to support them.
2. Beethoven traveled to Vienna to become a part of the internal music scene.
3. Beethoven is among the first of composers to express autobiographical tendencies in his music.
4. Beethoven gradually became deaf. His deafness is reflected in the increasing challenging harmonies of his later works.
5. Beethoven's 5th, 6th and 9th symphonies are some of the most easily recognizable pieces of music and have played important roles throughout history.

Acquired Skills

1. Recognize how life changes effect music output.
2. Synthesize how the use of music in one context may or may not affect it in another context.

Major Assessments

1. Discussion
2. OEQs
3. Written assessment

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.2
- 1.2.12.A.1 and A.2
- 1.4.12. A.2, A.3, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** play Beethoven's music for recognition
2. **In-Class Activities:** reading, listening, direct instruction, *Keeping Score*, *Fantasia*
3. **Cross-Content Writing Activities:** OEQs
4. **Home-Link Activities:** discussion of use of music in civic life
5. **Possible Dilemmas:** discussion of Holocaust and religious ideas
6. **Accommodations:** reading guides, vocabulary lists, oral assessment
7. **Extensions:** further research in Beethoven's life and influence
8. **Technology:** DVDs, CD/MP3 player, internet

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 6: ROMANTIC MUSIC [3-6 DAYS]

Why Is This Unit Important?

Music of the Romantic Period remains the staple of symphony orchestras. Its long, complex melodies and interesting harmonies demonstrate how music is becoming much more personalized. This unit also gives students an opportunity to watch a romantic opera. Opera from this era has many recognizable melodies and familiar storylines perfect for introducing students to the genre.

Enduring Understandings

1. Students will identify how melody, harmony, rhythm, form, tempo and dynamics changed from the Classical Period to the Romantic Period.
2. Students will identify the motivations of composers.
3. Students will discuss and watch a romantic opera.
4. Students will explore how composers used native folk tunes in serious classical music.
5. Students will explore how composers used music to tell a story.

Essential Questions

1. How does music of the Romantic Period differ from that of the Classical Period?
2. Why were composers writing music during the Romantic Period?
3. How is Romantic opera different than Baroque opera?
4. What was the effect of nationalism on music?
5. What is programmatic music?

Acquired Knowledge

1. Music of the Romantic period is more extreme than music of the Classical period. It is often longer and louder, with larger orchestras and more complex melodies and harmonies.
2. Composers began to write for themselves instead of for court life, governments or the church.
3. Romantic opera often focused on reality rather than mythology or history.
4. As nationalism grew throughout Europe, composers started to add elements of folk music to serious classical works.
5. Some composers moved away from absolute music to programmatic music that tells a story without words.

Acquired Skills

1. Distinguish classical from romantic music.
2. Develop critical thinking skills in regard to discovering composers' intent.

Major Assessments

1. OEQs
2. Informal observation during discussion
3. Written assessment
4. Worksheets

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.4
- 1.4.12.A.1, A.2, A.3, A.4 and B.1

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** listening activities, reading, direct instruction, watching *Carmen* or *La Boheme*, podcasts
3. **Cross-Content Writing Activities:** historical look at the rise of nationalism
4. **Home-Link Activities:** research
5. **Possible Dilemmas:** discussion of other cultures and nationalism
6. **Accommodations:** reading guides, vocabulary lists, synopsis of opera or alternatives such as *Carmen Jones* or *Rent*.
7. **Extensions:** research into composers, famous works, performance of romantic literature, connection to literary and historical events
8. **Technology:** podcasts, CD/MP3 player, internet

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 7: 20TH CENTURY MUSIC [6-7 DAYS]

Why Is This Unit Important?

Music of the 20th century provides a fascinating look at how art responds to local and global events. The variety of musical styles and trends in the 20th century attests to overwhelming influence of technology in a global society.

Enduring Understandings

1. Students will compare impressionism in music and art and study its adherents.
2. Students will explore how WWI and WWII affected composers and their music.
3. Students will learn about and create 12-tone rows.
4. Students will define, compose and perform aleatory music.
5. Students will explore nationalism in a global context through music.
6. Students will learn about minimalism and discuss its use in pop culture.

Essential Questions

1. What is impressionism and how did it manifest itself in music and art?
2. How did global war affect classical music?
3. What are 12-tone rows and why were they developed?
4. What is aleatory music and how is it composed and performed?
5. How does nationalism in music exist in a global society?
6. What is minimalism in music?

Acquired Knowledge

1. Impressionism strove to represent the natural world and the effects of sunlight on art. Impressionistic music explored exotic textures and harmonies, particularly through the work of Debussy.
2. Expressionism, atonalism and 12-tone music were born out of a desire to reflect the tragedy of global warfare and the seeming loss of control in life.
3. Aleatory music was created for the performer to have influence and decisions in the music-making process.
4. Nationalism continues to exist in a global society and can be seen through the combination of traditional instruments and genres of South American countries with Western Classical structures.
5. Minimalism is a type of composition that uses repetition as an element of change.

Acquired Skills

1. Recognize various musical styles of the 20th century.
2. Synthesize how global events affect the arts.

Major Assessments

1. 12-tone and aleatory compositions
2. Informal observation during discussion
3. Worksheets
4. Chapter review
5. Written assessment

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1
- 1.2.12.A.1 and A.2
- 1.3.12.B.1
- 1.4.12.A.1, A.2, A.3, A.4 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** YouTube videos, reading, listening, composition projects
3. **Cross-Content Writing Activities:** connection between movements in art and music
4. **Home-Link Activities:** discussion of how global events may have changed musical tastes
5. **Possible Dilemmas:** discussion of war, cultural differences
6. **Accommodations:** reading guides, vocabulary lists, oral assessment
7. **Extensions:** research into historical and cultural events, create compositions using 20th century techniques
8. **Technology:** YouTube videos, composition software, electronic keyboards, podcasts, CD/MP3 player, synthesizers

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 8: JAZZ MUSIC [11-13 DAYS]

Why Is This Unit Important?

Jazz is one of the first forms of music developed and nurtured in America. Its emphasis on improvisation echoes the experience of African American slaves and European immigrants as they struggled to make a life for themselves in a different world. It remained one of the most popular forms of music for the first half of the 20th century and continues to have a lasting impact on all forms of music. Ken Burns' PBS *Jazz* documentary and resources available at www.pbs/jazz provide an excellent framework for this unit.

Enduring Understandings

1. Students will explore the roots of jazz and the types of music that combine to create jazz.
2. Students will explore the effects jazz had on popular and racial culture.
3. Students will define terminology relating to jazz.
4. Students will explore how teamwork and collaboration play an important role in jazz.
5. Students will role play and explore how race and gender affected jazz performance.
6. Students will explore the evolution of jazz from Dixieland to Swing to Big Band.
7. Students will identify the chord structure of the blues and improvise.

Essential Questions

1. Where and how did jazz begin?
2. What effects has jazz had on popular culture, racial relationships and gender issues?
3. What are the roles of teamwork and collaboration in jazz?
4. How has jazz evolved?
5. What are improvisation and the blues?

Acquired Knowledge

1. Jazz has its roots in a variety of musical styles that blended together in New Orleans.
2. Jazz is a music shared across racial boundaries.
3. Jazz, particularly the 12-bar blues progression, influences many other types of popular music like rock.
4. Jazz styles have changed from Ragtime, to dance music, to more complex art music over the years.

5. In an art form that relies on improvisation, teamwork and collaboration provide a safe environment for experimentation.

Acquired Skills

1. Recognize chord progression of 12-bar blues
2. Improvise over a 12-bar blues progression
3. Teamwork and collaboration

Major Assessments

1. Written assessment
2. Jazz Band tour and diary project
3. Worksheets
4. Internet research

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1
- 1.1.12.B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.3
- 1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** reading, listening, improvising on keyboard, media center research, jazz band project and diary, *Jazz DVDs*
3. **Cross-Content Writing Activities:** diary entries
4. **Home-Link Activities:** discussion of jazz with older adults, swing dancing
5. **Possible Dilemmas:** discussion of racial issues, segregation and gender
6. **Accommodations:** reading guides, outlines, simplified project
7. **Extensions:** research into jazz artists, visit jazz performance, have EHS jazz band play
8. **Technology:** electronic keyboards, DVDs, CD/MP3 player, internet, podcasts

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 9: ROCK, R&B AND MOTOWN [5-7 DAYS]

Why Is This Unit Important?

Rock and R&B (Rhythm & Blues) are still some of the most popular forms of music enjoyed by teenagers today. A look at the origins of these styles provides students with an appreciation of their favorite music. A research project into the early pioneers of rock and R&B allows students to choose artists in whom they are interested in order to learn more about their lives and influence in the music industry.

Enduring Understandings

1. Students will trace the evolution of rock and roll music.
2. Students will discover the roots of R&B and Motown.
3. Students will explore the connections between social changes and music.
4. Students will investigate the role of race in artists' careers.
5. Students will explore how technology affects performing and recording practices.

Essential Questions

1. How did rock and roll begin? Who were some of the early artists?
2. What is R&B and how did it start?
3. What is Motown and who were some of its famous artists?
4. How did social changes influence music?
5. How did rock music influence social movements?
6. What role did race play in popular music of the 1950s-1980s?
7. How did technology influence recording and performing?

Acquired Knowledge

1. Rock and roll begins in the early 1950s and has its roots in jazz, country, western swing, and gospel music.
2. R&B stands for Rhythm and Blues. The term was coined to describe music by black artists on the Billboard charts.
3. Motown is a recording company in Detroit and signed artists like Diana Ross, the Temptations and the Jackson Five.
4. Rock was an essential part of the 1960s counterculture movement and continued to represent rebellion for teenagers against the norms of their parents.
5. Many black artists did not receive the same airplay as white artists and were often not invited to perform at the same events.
6. Technology allowed for more distortion of sound and for the exploration of sounds and effects during recording.

Acquired Skills

1. Evaluating reliable resources on the internet.
2. Creating a multi-media oral presentation.

Major Assessments

1. Multi-media oral presentation on rock/R&B artist
2. Written assessment

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1 and B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.3
- 1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** *History of Rock and Roll* DVDs, media center research, PowerPoint presentations, reading
3. **Cross-Content Writing Activities:** research presentation
4. **Home-Link Activities:** discussion of popular music with parents/guardians
5. **Possible Dilemmas:** discussion of race and segregation in music
6. **Accommodations:** reading guides, alternative to oral presentation
7. **Extensions:** writing and performing rock or R&B compositions
8. **Technology:** internet, PowerPoint, CD/MP3 player, DVDs

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 10: MUSIC IN TELEVISION AND FILM [8 DAYS]

Why Is This Unit Important?

Television and film play important roles in the lives of the students. It is important for students to understand how the composers of television and film music use music to manipulate the viewers' feelings and emotions. By exploring the process of composing music and sound for television and film, students will better understand how this music affects their lives.

Enduring Understandings

1. Students will learn about the history of commercial jingles.
2. Students will discuss the current status of commercial jingles and future alternatives.
3. Students will describe the origins and development of music in film.
4. Students will identify ways in which music enhances the dramatic action in a film.
5. Students will describe the process that is used to match music and sound to film.

Essential Questions

1. When did commercial jingles begin?
2. How is music used in commercials to influence the viewers' buyer habits?
3. Why is music used in films?
4. How has music in films changed over the years?
5. What is the process for creating and recording music and sound for film and television?

Acquired Knowledge

1. Music can be used to manipulate feelings, emotions and buying habits.
2. Film music began with the earliest films and has evolved as technology has changed.
3. Music is used in film to describe settings and characters, to create continuity, to add intensity to situations and to both foreshadow events and remember past ones.
4. Sound effects are also an important part of film and television and involve a variety of technologies.

Acquired Skills

1. Identify musical themes in films
2. Create commercial jingles

Major Assessments

1. Written essay on role of music in films
2. Create and perform commercial jingle

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1 and B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.3
- 1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** listen to commercial jingles and TV themes, reading, watching full-length film for music analysis, writing commercial jingles
3. **Cross-Content Writing Activities:** writing lyrics to commercial jingles, five-paragraph essay format
4. **Home-Link Activities:** watching television and noting how music is used
5. **Possible Dilemmas:** students who don't watch or have televisions
6. **Accommodations:** alternative to writing commercial jingles, oral assessment instead of writing essay
7. **Extensions:** create entire commercial and film it, research into sound technology
8. **Technology:** YouTube videos, podcasts, CD/MP3 player, internet, electronic keyboard, DVDs

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 11: HIP HOP MUSIC [6-7 DAYS]

Why Is This Unit Important?

Hip Hop is one of the most popular genres of music today. Its impact on culture has been dramatic since it first appeared in the late 1970s and early 1980s. A look at how hip hop developed will enable students to explore a variety of issues in black urban communities during the late 1970s. A closer look at messages and images conveyed by some in the hip hop industry will encourage students to look at the impact of music in their lives.

Enduring Understandings

1. Students will explore the origins of hip hop.
2. Students will debate various points of view on current hip hop.

Essential Questions

1. Where and how did hip hop music begin?
2. What is hip hop culture?
3. What messages are given by the contemporary hip hop community?

Acquired Knowledge

1. Hip hop began in New York City in the late 1970s as a rebellion against white-backed commercial music.
2. Hip hop culture encompasses music, clothing, behavior and attitudes.
3. There is much current debate on some of the messages and images conveyed by contemporary hip hop artists.

Acquired Skills

1. Create basic hip hop beats through sampling.
2. Evaluate images and messages created by hip hop artists and the industry.

Major Assessments

1. Music sample of hip hop beats.
2. Discussion/debate of current state of hip hop

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1 and B.2
- 1.2.12.A.1 and A.2

1.3.12.B.1 and B.3

1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** bring in music of favorite hip hop artists
2. **In-Class Activities:** listening activities, discussion, *Hip Hop: Beyond Beats and Rhymes* resources and videos
3. **Cross-Content Writing Activities:**
4. **Home-Link Activities:** listening to hip hop and evaluating music videos
5. **Possible Dilemmas:** discussion of masculinity, gender, situations of violence or drugs discussed in hip hop lyrics
6. **Accommodations:** writing activities instead of oral discussion
7. **Extensions:** create hip hop composition and music video, stage debate about music rating system
8. **Technology:** sampling and composition software, internet, DVDs, CD/MP3 player

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006

UNIT 12: PROTEST MUSIC [2-3 DAYS]

Why Is This Unit Important?

Music has always played a role in social and political movements. The study and discussion of music used in social and political demonstrations allows students to not only look at these important historical events, but also discover the ways in which music influences people.

Enduring Understandings

1. Students will define protest music.
2. Students will describe the role of music in carrying the messages of social and political movements in the U.S., South Africa and Chile.
3. Students will explore the history of “We Shall Overcome”.
4. Students will learn about the careers of various artists.

Essential Questions

1. What is protest music?
2. How has music been used to protest social changes, war and political regimes?
3. What is the origin of the song “We Shall Overcome”?
4. Who are some important protest artists?

Acquired Knowledge

1. Protest music is linked to movements of change.
2. Music has been used to support and protest war, in the civil rights movement, during Apartheid, for environmental change, during the AIDS crisis and for many other movements.
3. “We Shall Overcome” is a famous civil rights songs that has its roots in the labor movement.
4. Pete Seeger and Joan Baez are two famous artists associated with protest music.

Acquired Skills

1. Evaluate effectiveness of various protest songs
2. Write lyrics to protest songs

Major Assessments

1. Write lyrics to protest songs
2. Written evaluation

List of Applicable NJCCCS and Strands/CPIs Covered in Unit

- 1.1.12.B.1 and B.2
- 1.2.12.A.1 and A.2
- 1.3.12.B.1 and B.3
- 1.4.12.A.1, A.2, A.3, A.4, B.1, B.2 and B.3

Suggested Learning Experiences and Instructional Activities

1. **Anticipatory Sets:** listening activities
2. **In-Class Activities:** listening activities, reading, podcasts, YouTube videos
3. **Cross-Content Writing Activities:** writing lyrics, analyzing lyrics associate with various movements
4. **Home-Link Activities:** discussion of social and political movements with community members
5. **Possible Dilemmas:** students disagreeing with stance taken by various songs and artists, discussion of war, civil rights, political movements
6. **Accommodations:** reading guides, vocabulary lists, oral assessment
7. **Extensions:** composer and perform protest song, research historical movements
8. **Technology:** YouTube videos, podcasts, CD/MP3 players, DVDs

Text: Music! Its Role and Importance in Our Lives, Glencoe-McGraw Hill, 2006