# Englewood Public School District
## Music
## Grade 8

## Unit 4: Music Critique and Appreciation

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### NEW JERSEY CONTENT STANDARDS

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts through history and across cultures.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

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**Overview:** In this course students will generate observational and emotional responses to diverse culturally and historically specific works of music. They will use objective criteria to evaluate a performance and apply the elements of music in a new composition.

**Time Frame:** 4th Marking Period

**Enduring Understandings:** Culturally diverse and historically specific works of different styles of music evoke different emotions and responses. Musical performances can be influenced by music from different cultures and historical eras.

**Essential Questions:**
- How can we distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras?
- How can we analyze the form, function, craftsmanship and originality of various styles of music?
- How can we differentiate ways "traditional" non-traditional music employ elements of style to invoke emotional responses in the listener and apply those elements of style to musical performance?
- How can we apply characteristics of music from different cultures and historical eras to musical performance?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|---|---|---|---|---|
| **1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art**<br><br>**1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.**<br><br>**1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.**<br><br>**1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic genre.**<br><br>**1.3.8.B.4 Improvise music in a selected genre or style, using the elements of** | SWBAT generate observational and emotional responses to diverse culturally and historically specific works of music.<br><br>SWBAT generate observational and emotional responses to different versions of the same song.<br><br>SWBAT use objective criteria to evaluate a performance.<br><br>SWBAT apply the elements of music in a new composition based on a piece they have listened to.<br><br>SWBAT use music terminology to evaluate musical performances. | Using YouTube, compare the effectiveness of a piece of music being performed by different bands (i.e. Born in the USA, other covers). **6.2.8.D.1.b**<br><br>Students will use research and music vocabulary to describe similarities and differences in a written review (blog, news article, etc.) **L.8.3, WHST.6-8.9, RST.6-8.4**<br><br>Students will complete a song analysis of 2 different songs (listening, viewing and exploring the song content). **W.8.10**<br><br>Students will work in groups to discuss, analyze and critique the music, creating a rubric to evaluate performances viewed. **SL.8.1, RST.6-8.4**<br><br>Students will then re-write at least one of the songs and compare the lyrics, music styles or genre to the original piece. **W.8.10** | Compare/contrast covers: https://theycallmewonderful.wordpress.com/2012/04/22/lesson-plan-comparecontrast-music-covers/<br><br>Songs for Our Times: *http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/teach.html*<br><br>Songs meaning/rewrite lyrics: https://www.tolerance.org/classroom-resources/tolerance-lessons/sounds-of-change<br><br>How to Write a Song Using Critique: https://www.youtube.com/watch?v=o0TNtbrM_h0<br><br>Rewriting lyrics (parody): http://www.littlekidsrock.org/Lesson/Video/Songwriting-005-EducationalParodies.pdf<br><br>Internet<br><br>Laptop/classroom computers | **Formative Assessments:**<br>• Observation<br>• Question and answer group discussion<br>• Reflections<br>• Self-Assessment<br>• Peer Assessment<br><br>**Summative Assessments:**<br>• Viewing/Listening Activities<br>• Written reviews<br>• Song Analysis<br>• Group Discussions/Rubric creation<br>• Original song<br>• Presentation on song<br><br>**Benchmark Assessment:**<br>Common Formative Assessment<br><br>**Alternative Assessments:**<br>20 Quick Formative Assessments from the art of education:<br>• Outcome Sentences<br>• Pair-Share<br>• 3-2-1<br>• Beach ball |

| music that are consistent with basic playing and/or singing techniques in that genre or style. | | Groups will present the new "song," to the class, explaining their influences. | SMART Boards<br><br>recording equipment<br><br>Garage Band<br><br>LCD projector | https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ |

**Key Vocabulary:**

analysis, form, function, expression, articulation, characteristics, theme

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Accommodations and Modifications:**

*Students with special needs:* Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

*ELL/ESL students:* Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

*Students at risk of school failure:* Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

*Gifted and Talented Students:* Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

| English Language Learners | Special Education | At-Risk | Gifted and Talented |
| --- | --- | --- | --- |
| ● Speak and display | ● Utilize modifications & | ● Using visual demonstrations, | ● Curriculum compacting |

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| terminology and movement<br>● Teacher modeling<br>● Peer modeling<br>● Develop and post routines<br>● Label classroom materials<br>● Word walls<br>● Check for understanding of directions<br>● Use posters with directions written in pictures in all languages<br>● Seat students close to the teacher.<br>● Incorporate visuals: graphic organizers, gestures, props | accommodations delineated in the student's IEP<br>● Work with paraprofessional<br>● Work with a partner<br>● Provide concrete examples and relate all new assignments to previously learned tasks<br>● Solidify and refine concepts through repetition.<br>● Provide extended time.<br>● Repeat directions<br>● Check for understanding of directions | illustrations<br>● Give directions/instructions verbally and in simple written format.<br>● Peer Support<br>● Increase one on one time<br>● Teachers may modify instructions by modeling what the student is expected to do<br>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.<br>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.<br>● Oral prompts can be given. | ● Inquiry-based instruction<br>● Higher order thinking skills<br>● Adjusting the pace of lessons<br>● Interest based content<br>● Real world scenarios<br>● Student Driven Instruction<br>● Room for Artistic Choices<br>● Elevated Technique Complexity<br>● Additional Projects<br>● Adaptation of requirements |

**ELA - NJSLS/ELA:**
RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
SL.8.1. Engage effectively in a range of collaborative discussions (One-On-One, In Groups, And Teacher-Led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
W.8.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two.)

**Social Studies**:
6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**Integration of Technology Standards NJSLS 8:**

**8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**8.1.8.D.3:** Demonstrate an understanding of fair use and Creative Commons to intellectual property.

**8.1.8.D.4:** Assess the credibility and accuracy of digital content.

**8.1.8.E.1**: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.