Englewood Public School District
Guitar
Grades 9-12
Second Marking Period

Unit 2: Music is Influenced by History and Culture

Overview: Vocal Ensemble is an opportunity to engage more personally in a smaller, advanced course in which students learn musicianship, theory, and vocal technique through a variety of choral literature chosen from different genres and time periods. Students apply the basics of proper vocal production through breathing, posture, phonation, and diction. They spend time developing their command of intermediate music theory and sight singing as well as the importance of melody, harmony and how an ensemble is built upon the blending of each, unique voice. Musical performance is a unique and continual process. Through concentrated practice, students will progress naturally to the next level of mastery. In this unit, students will apply the basic fundamentals of reading music, the techniques and warm-ups integral to build breath and range and participate in an introduction of a variety of styles of music while studying how music has influenced history and the culture around us.

Time Frame: One Marking Period

Enduring Understandings:

- The sound of the choir is built upon the blend of each individual voice.
- Music is influenced by history and culture.
- History and culture are influenced by Music.

Essential Questions:

- Does History and Culture influence Music or does Music influence History and Culture?
- Why do Chorus's still performance pieces that are centuries old?
- How has Choral Music maintained its integrity throughout the centuries?

Standards	Topics and Objectives	Activities	Resources	Assessments

1.3.12.B.1 **Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.** **1.3.12.B.2** **Analyze how the elements of music are manipulated in original or prepared musical scores.** **1.1.12.B.1** **Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.** **1.3.12.B.3** **Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment**	**Topics** Winter Concert Preparation and Performance **Objectives** • Application of basic understanding of clef, key signatures, systems and measure numbers • Display mastery of score reading, articulation and basic chord analysis • Students will be able to use musical clues to interpret and sight read advanced musical literature, either in a large ensemble or individually	• Students will be exposed to various musical styles and eras in a series of lectures, videos, demonstrations and visual presentations. (**6.1.12.D.3.e**) • Students will discuss as a class a repertoire incorporating several of the styles/eras of interest fitting of the winter concert; choosing diverse musical literature representative of multiple cultures. (**6.1.12.D.3.e**) • Students will apply their basic theory knowledge in practice for the winter concert in groups of 3 and 4, by vocal classification and led by students displaying leadership qualities and musical proficiency. (**SL.9-10.1**) • Students will create a rubric designed to assess practice progress in order to encourage dedication and mastery of one's vocal ability.	• Sheet Music • Metronome • CD Player • DVD player/laptop • Instrument of choice • https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures • https://nafme.org/how-do-you-choose-music-for-your-christmasholidaywinter-or-non-holidaydecember-concert/	**Benchmark Assessment:** • Common Formative Assessment **Formative:** • Class discussion • **Summative:** • Individual Performance Review • Peer Assessment • Rubric • Technique Practice/Participation • Demonstration Activity **Alternative Assessment:** • Written report

and music generation programs. **1.3.12.B.4** **Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.**	**Topics** Composers / Musicians / Songwriters **Objectives** • Interpret the intent of the composer/songwriter, either contemporary or historical and perform with original intent • Perform the same piece with student's own, individualized interpretation. • Students will learn how to apply previous knowledge to both ensemble and solo performances.	• Students will perform (as an ensemble) an historical or contemporary piece assigned by the instructor and interpret the writer's intent as a class discussion. (**NJSLSA.R1**) • Students will provide a 3-5 minute oral presentation elaborating on the composer's intent and whether or not it differs from their own. (**SL.9-10.1**) • Students will create a rubric designed to assess appropriate interpretation.	• Professional recordings • Teacher expertise, knowledge and experience • Sheet music of historical choral music • https://www.papermasters.com/classical-composers.html • https://www.rollingstone.com/interactive/lists-100-greatest-songwriters/	**Formative:** • Class discussion • **Summative:** • Choral Performance and class discussion Oral Presentation • Rubric • **Alternate Assessment:** • Rather than an oral presentations, students will be able to exhibit their knowledge privately in various ways that are aligned with their modifications such as verbalize answers, demonstrate ability, etc.
	Topics Global Perspectives **Objectives**	• Students will learn and perform styles of music from a chosen region/continent. (**6.1.12.D.3.e**)	• Professional recordings • Teacher expertise, knowledge and	**Formative:** • Feedback on performances • **Summative:** • Students are required to

	• Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. • Develop an advanced and complete lexicon of musical taste through the exposure of cultural and global musical influences.	• Students will perform songs using a variety of languages including but not limited to French, Italian, Spanish, German, Latin, Hebrew, Creole, etc. (**6.1.12.D.3.e**) • Students will watch a series of concerts/clips of international musicians from their specific, assigned regions. • Students will write a one-page comparison paper highlighting the differences in the regions they were assigned. (**6.1.12.D.3.e, W.9-10.2**)	experience • Video Clips of international musicians • Lined paper • Metronome • CD Player • DVD player/laptop	perform in small groups, as a choir and individually • International Musician Comparison Paper • **Alternate Assessment:** Student will be allowed to orally critique the series of videos given to identity pitch, breath and posture.
	Topics Ensemble/Small Group Origins **Objectives** • Students will study the historical origins of what is considered to be ensemble music through the years.	• Students will engage in a research project revolving around Motown, highlighting their small ensemble women's and men's groups using videos, internet research and musical literature. (**NJSLSA.R1**)	• Professional recordings • Teacher expertise, knowledge and experience • Video Clips of international musicians	**Formative:** • Feedback during research **Summative:** • Research Project • Powerpoint Presentation • Motown Performance • Boy/Girl Band

				Performance
	• Students will be exposed to and become familiar with the first historical pieces of choral music from the 11th-13th centuries	• Students will present a power-point presentation displaying their research of specific Motown groups and how they compare to the girl/boy bands of the 21st century.	• https://www.motownmuseum.org/story/motown/ • https://www.pastemagazine.com/blogs/lists/2012/01/25-best-motown-tracks.html	
	Objectives	• Students will perform one piece from each era: one from Motown, one from a girls/boys group form the 21st century; students will create a rubric and assess the performance based upon the rubric.	• http://www.germmagazine.com/girl-bands-of-the-21st-century/ • https://www.billboard.com/articles/news/list/8362499/greatest-boy-band-songs-of-all-time-top-100	

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.

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/ Music has limited language barriers due to the nature of the curriculum.

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. More time 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

in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology visually - Teacher modeling - Peer modeling - Provide ELL students with multiple literacy strategies. - Word walls for Musical Vocabulary - Use peer readers/partners for instructional purposes - Give page numbers to help the students find answers - Provide a computer for written work - Provide visual aides - Provide additional time to complete a task - Use graphic organizers	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches. - Work with a partner - Provide concrete examples - Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. Oral prompts can be given. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. - Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences	- Curriculum compacting - Inquiry-based instruction - Independent study (private performances) - Higher order thinking skills - Adjusting the pace of lessons - Interest based content (selecting own music) - Real world scenarios - Student Driven Instruction - Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. - Use project-based music learning to connect music with global cultures and history. - Structure the learning around explaining or solving a social or community-based issue through song. - Collaborate with after-school programs or clubs to extend learning opportunities. - Provide a mentorship program in which students can develop their musicianship and leadership skills.

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Social Studies:
6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Career Ready Practices:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards NJSLS 9:
9.2.12.C.1- Review career goals and determine steps necessary for attainment.
9.2.12.C.3-Identify transferable career skills and design alternate career plans.

Key Vocabulary:
Motown, Songwriter, Composer, Melody, Pitch, Harmony, Key signatures, Scales, Rhythm, Beat, Dynamic Symbols, Musical Symbols, Posture, Breath, Diction, Intonation, Interpretation