

Englewood Public School District

Music

Grade 8

Unit 2: Music History

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.

Overview: Music History - During this unit, students will learn about music from the early 20th century time periods. Students will listen to, perform, read about, and write about music from these various eras. They will compare and contrast music from within the time periods, as well as music from different periods. Students will learn about different compositional techniques used throughout history and will compose some of their own music using these methods.

Time Frame: 2nd Marking Period

Enduring Understandings:

Music expresses the beliefs and values of the society in which it originates. Music can employ various compositional techniques to express the composer's ideas.

Essential Questions:

- How did music develop into what we listen to today?
- How does the music of a time period reflect the prevailing ideas and main events of that time period?
- How do music and history influence each other?
- Is there a right way and a wrong way to write music?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and</p>	<p>SWBAT distinguish between artistic styles, trends, and movements in music within historical eras.</p> <p>Students will identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).</p> <p>Students will describe how melody, harmony, and the ABA/CHORUS-VERSE have evolved over time in various genres of music.</p> <p>Students will identify the metaphors and symbolism in the music of various genres.</p> <p>Students will describe the cultural and political impact various genres of music had had over time.</p>	<p>Students will explain how tempo is employed to identify dance music and popular American music.</p> <p>Students will identify and demonstrate specific rhythms utilized in American popular dance music.</p> <p>Students will describe which compositional forms are used in various styles of music (e.g., ABA, Rondo, Theme and Variations). 6.2.8.D.1.b, RST.6-8.4</p> <p>Students will describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).</p> <p>In small groups, students will illustrate various metaphors and symbolism found in different genres of music. SL.8.1</p>	<p>Popular dance music lessons/videos: http://teachrock.org/lesson/tellevision-and-the-twist-rock-and-roll-dance-goes-mainstream/</p> <p>Rhythm/Tempo in popular dance music: https://www.rockhall.com/digital-classroom-martha-vandellas-dancing-street</p> <p>Form activities/videos: https://courses.lumenlearning.com/musicappreciation_with_theory/chapter/binary-form/</p> <p>Harmony in Jazz: http://www.jazzstandards.com/theory/harmony-and-form.htm</p> <p>Symbolism in Blues: https://www-tc.pbs.org/theblues/classroom/downloads/teacher_guide.pdf</p> <p>Metaphors in Jazz: https://nj.pbslearningmedia.org/resource/aml15.ela.lit.jazz/j</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Listening Activities • Group Discussions • Illustrations • Photograph project <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: 20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-</p>

non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.2.8.A.1

Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events

1.2.8.A.3

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Students will choose 1 song that includes metaphors or symbolism and look for a photograph from that time period that expresses a similar idea (i.e. struggle for freedom).

[azz-a-metaphor-for-america](#)

[formative-assessments-you-can-use-today/](#)

Styles of Jazz lessons:

<http://www.jazzinamerica.org/LessonPlan/8/6>

Roots of Jazz:

<http://www.pbs.org/kenburns/jazz/roots-jazz/>

Audio clips of Jazz (struggle for freedom):

<https://www.npr.org/sections/ablogsupreme/2012/06/18/155318747/five-jazz-songs-which-speak-of-the-freedom-struggle>

Photos of the March on Washington:

<https://www.cnn.com/2013/08/22/living/march-on-washington-freed-photos/index.html>

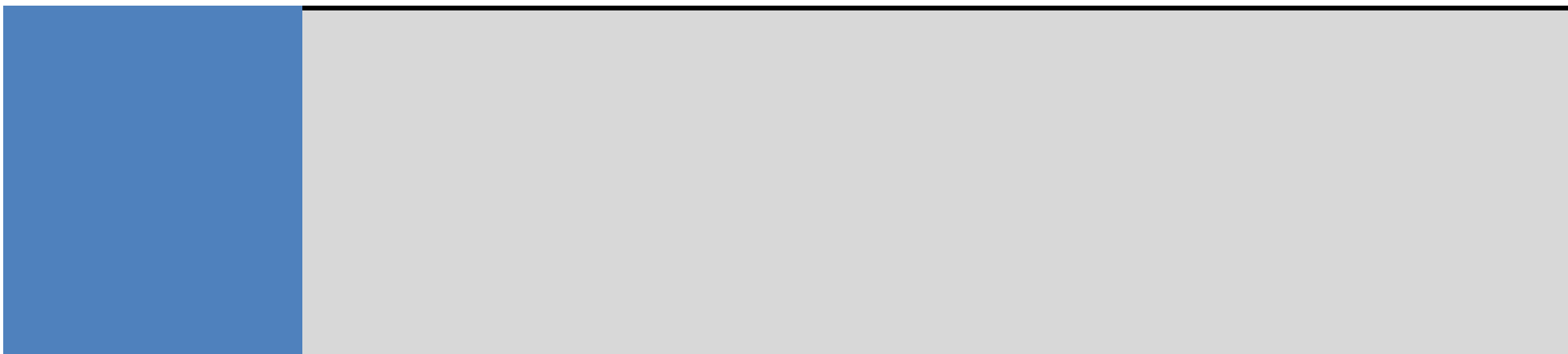
Warm-up sheets and supplemental concert music

Internet

Web Quests

Laptop/classroom computers

SMART Boards

**Key Vocabulary:**

metaphor, symbolism, Jazz, Blues, American dance music

Integration of 21st Century Standards NJSL 9:

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
<ul style="list-style-type: none">Speak and display	<ul style="list-style-type: none">Utilize modifications &	<ul style="list-style-type: none">Using visual	<ul style="list-style-type: none">Curriculum compacting

terminology and movement <ul style="list-style-type: none"> ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	accommodations delineated in the student's IEP <ul style="list-style-type: none"> ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	demonstrations, illustrations <ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. ● 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. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements
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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.

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 NJSL 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.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.