Branchburg Township Public Schools
Office of Curriculum and Instruction
Grade 6 General Music/Music History Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual and Performing Arts

Curriculum Scope and Sequence			
Content Area	Music History	**Course Title/Grade Level:**	Grade 6

	Topic/Unit Name	**Suggested Pacing (Days/Weeks)**
Unit #1	**Early Music (Medieval and Renaissance Eras)**	7 cycle classes
Unit #2	**Baroque Period**	7 cycle classes
Unit #3	**Classical Period**	9 cycle classes
Unit #4	**Romantic Era**	8 cycle classes
Unit #5	**Impressionism Era**	7 cycle classes
Unit #6	**Introduction to Jazz**	6-10 cycle classes
Unit #7	**History of Rock & Roll**	
Unit 7 -Topic #1	Rhythm & Blues - The Precursor to Rock & Roll	3-5 cycle days
Unit 7 -Topic #2	Birth of Rock & Roll	4-6 cycle days
Unit 7 -Topic #3	Beatles and the British Invasion	3-5 cyce days
Unit 7 -Topic #4	1960's - The Folk Revival	5-7 cycle days
Unit 7 -Topic #5	1960's Part 2 - Motown, Doo-Wop, & Soul	5-7 cycle days
Unit 7 -Topic #6	1970's	5-7 cycle days
Unit 7 -Topic #7	1980's	3-5 cycle days
Unit 7 -Topic #8	1990's	4-6 cycle days
Unit 7 -Topic #9	2000's	5-7 cycle days
Unit 7 - Topic #10	The Streaming Age: Hip-Hop & Popular Music	5-8 cycle days

Topic/Unit 1 Title	Early Music (Medieval and Renaissance Eras)	Approximate Pacing	7 cycle classes

<table>
<tr><td colspan="2" align="center">STANDARDS</td></tr>
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</table>

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Activity: Students will compare how music was spread around the world look at music under the umbrella of "arts" and observe all artistic mediums that were effected by the technology, location of world center, and time period.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will select from a variety of digital tools to compose music based on given criteria.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: In the creation of an original piece of music, creativity, and innovation play a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece. Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:
- How to explore the origins of early music in terms of composition and performance.
- The differences between sacred/secular and monophonic/polyphonic music.
- How to define key terminology pertaining to early forms of music.
- How history influences artistic decisions and musical compositional output.

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- The differences between sacred/secular and monophonic/polyphonic music.
- How to define key terminology pertaining to early forms of music.
- How history influences artistic decisions and musical compositional output.

Topic/Unit 1 Title	Early Music (Medieval and Renaissance Eras)	Approximate Pacing	7 cycle classes

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Essential Questions:
- What influences impacted the development of early music?
- How do societal standards and expectations influence the choices made by composers?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**

Students will know:
- Illuminated Manuscript
- Madrigal
- Monophony
- Motet
- Plainchant
- Polyphony
- Sacred
- Secular
- Troubadour
- Anonymous
   ○ "Dies Irae" (Alfred Deller Consort)
   ○ "Salve Regina" (Benedictine Monks of Santo Domingo de Silos)
- Giovanni Pierluigi da Palestrina
   ○ "Exsultate Deo"
   ○ "Sicut Cervus"
- Guido of Arezzo
- Orlando Gibbons
   ○ "The Silver Swan"
	Students will be able to:
	- Understand Medieval and Renaissance compositional forms
	- Read notation
	- Aural skills (close listening)
	- Draw conclusions based on collected evidence
	- Compare/contrast various forms of music

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: - True and false - Matching - Close listening/auditory examples
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Memory Bank - Exit tickets - Self Evaluation

Topic/Unit 1 Title	Early Music (Medieval and Renaissance Eras)	Approximate Pacing	7 cycle classes

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- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

<table><tr><td colspan="2" align="center">RESOURCES</td></tr></table>

Core instructional materials:
- Darling, D. (n.d.). history of Western music: 1500-present. David Darling. from https://www.daviddarling.info/encyclopedia_of_music/H/history_of_Western_music_1500-Present.html

- Dies Irae (Mass for the Dead, Sequence, Male Voices). (2011, May 31). [Video]. YouTube. https://www.youtube.com/watch?v=dsn9LWh230k

- Francis Poulenc - Hodie Christus natus est (The Philadelphia Singers). (2018, December 9). [Video]. YouTube. https://www.youtube.com/watch?v=3A3FrJVvWr8&list=RDcOVAJI7SLXE&index=4

- Manuscripts and Archives Division, The New York Public Library. (1325 - 1350). Large illuminated initial. Smaller initials, rubrics, border designs Retrieved from https://digitalcollections.nypl.org/items/510d47da-e3ef-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1600 - 1900). Giovanni Pier Luigi da Palestrina. Retrieved from https://digitalcollections.nypl.org/items/510d47e2-f2f7-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1600 - 1900). Guido d'Arezzo Retrieved from https://digitalcollections.nypl.org/items/510d47de-8179-a3d9-e040-e00a18064a99

- Medieval Instruments. (2013, March 26). [Illustration]. http://box-elder.blogspot.com/2013/03/sprucing-upmy-blogging.html

- Morgan, J. P. (1916). Israel Triumphant, The Chariot of Abinadab Old Testament Miniatures with Latin, Persian, and Judeo-Persian Inscriptions [Painting]. https://www.themorgan.org/collection/crusaderbible/77

Topic/Unit 1 Title	Early Music (Medieval and Renaissance Eras)	Approximate Pacing	7 cycle classes

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

- Nuits Occitanes: Songs of the Troubadours by l'ensemble Céladon - Album trailer. (2013, December 19). [Video]. YouTube. https://www.youtube.com/watch?v=GJtLj3nmr_Q

- Palestrina | Exsultate Deo [á 5; The Cambridge Singers | 1,000 Sub Special video]. (2015, June 10). [Video]. YouTube. https://www.youtube.com/watch?v=jd2_r4PK5dc

- Palestrina - Sicut cervus - The Cambridge Singers. (2012, May 1). [Video]. YouTube. https://www.youtube.com/watch?v=0yd5EE0hAB8

- Renaissance Music in a Castle. Ancient Music in the Loire Valley. (2014, May 30). [Video]. YouTube. https://www.youtube.com/watch?v=vxPB76pmWss

- Salve Regina (Simple Tone). (2010, December 31). YouTube. https://www.youtube.com/watch?v=CAmydVsNMqM&t=26s

- Shrek (2001) - An All-Star Ogre Opening Scene (1/10) | Movieclips. (2018, November 19). [Video]. YouTube. https://www.youtube.com/watch?v=em9lziI07M4

- The silver Swanne. (2015, April 9). [Video]. YouTube. https://www.youtube.com/watch?v=1RRyLnS_0kw&list=OLAK5uy_nQQD5sgQHfvOCJOQIOwzVV2pZgNFmP1P4&index=38

Supplemental materials:
- Spotify
- Kahoot!
- Youtube
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite

Modifications for Learners
See appendix

Topic/Unit 1 Title	Baroque Period	Approximate Pacing	7 cycle classes

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. - 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Activity: Students will compare how music was spread around the world and look at music under the umbrella of "arts" and observe all artistic mediums which were effected by the technology, location of world center, and time period.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will select from a variety of digital tools to compose music based on given criteria.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece.Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The transition from the Renaissance to the Baroque era and the subsequent music developments.
- The standardization of music and the expansion of musical forms.
- How history influences artistic decisions and musical compositional output.
- Who are the key composers of the Baroque era

Essential Questions:
- How does history impact the compositional choices made by composers?
- How did changes in technology influence the means by which music was created and performed?
- How does the music of the Baroque era compare to that of the Medieval and Renaissance eras?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:	Students will be able to:
- Concerto - Concerto - Grosso - Fugue - Oratorio - Antonio Vivaldi - The Four Seasons - Concerto No. 1 in E Major, Op. 8, RV 269, "Spring" (Mvt. 1, 3) - Concerto No. 2 in G minor, Op. 8, RV 315, "Summer" (Mvt. 1) - Concerto No. 3 in F Major, Op. 8, RV 293, "Autumn" (Mvt. 1) - Concerto No. 4 in F minor, Op. 8, RV 297, "Winter" (Mvt. 1) - Concerto Grosso in D minor, RV 565 - George Frideric Handel - Messiah (HWV 56) ("Hallelujah" Chorus) - Johann Sebastian Bach - Brandenburg Concerto No. 2 in F Major, BWV 1047 (Mvt. 3) - Fugue in G minor, BWV 578 - Harpsichord Concerto No. 3 in D Major, BWV 1054 (Mvt. 3)	- Understand Baroque compositional forms - Read notation - Aural skills (close listening) - Draw conclusions based on collected evidence - Comparing/contrasting various forms of music

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: - True and false - Term matching - Composer matching - Close listening/auditory examples
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Memory Bank - Exit tickets - Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:
- Boston Symphony Orchestra. (2020). BSO FY2020 Revenue and Expenses [Graph]. https://annualreport.bso.org/

- Classical Concert Chamber Orchestra. (2014, June 16). Vivaldi, The Four Seasons, Spring (La Primavera), 1st movement [Video]. YouTube. https://www.youtube.com/watch?v=e3nSvIiBNFo

- Francesco Corti - Topic. (2021, January 21). Harpsichord Concerto No. 3 in D Major, BWV 1054: III. Allegro [Video]. YouTube. https://www.youtube.com/watch?v=8IukJNfhzaw

- George, S. (2010, December 31). Salve Regina (Simple Tone) [Video]. YouTube. https://www.youtube.com/watch?v=CAmydVsNMqM

- Glaza, N. (2017, December 29). Vivaldi's "Four Seasons" Poems. Charlotte Symphony Orchestra. https://www.charlottesymphony.org/blog/vivaldis-four-seasons-poems

- Home (2019–20). (2020). BSO, Inc. Annual Report 2019–2020. https://annualreport.bso.org/

- King's College, Cambridge. (2009, November 10). Hallelujah - Choir of King's College, Cambridge live performance of Handel's Messiah [Video]. YouTube. https://www.youtube.com/watch?v=C3TUWU_yg4s

- Manuscripts and Archives Division, The New York Public Library. (1325 - 1350). Large illuminated initial. Smaller initials, rubrics, border designs Retrieved from https://digitalcollections.nypl.org/items/510d47da-e3ef-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1911). Cake Walk from the Follies of 1911 Retrieved from https://digitalcollections.nypl.org/items/510d47da-50f6-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1746). Johann Sebastian Bach Retrieved from https://digitalcollections.nypl.org/items/609c4af0-e273-0130-954e-58d385a7bbd0

- MB Production. (2018, November 9). A Vivaldi - Concerto Grosso RV 565 [Video]. YouTube. https://www.youtube.com/watch?v=2Lsm0M862MY

- Rent the Hall Boston Symphony Orchestra | bso.org. (n.d.). Boston Symphony Orchestra. Retrieved July 6, 2021, from https://www.bso.org/brands/bso/about-us/venue-rentals/rent-the-hall.aspx

- Richard Egarr - Topic. (2020, March 28). Concerto No.2 in F Major, BWV 1047: III. Allegro assai [Video]. YouTube. https://www.youtube.com/watch?v=Aut9Mzq8XM4

- smalin. (2013, July 12). Bach, "Little" Fugue in G minor, Organ [Video]. YouTube. https://www.youtube.com/watch?v=ddbxFi3-UO4&t=1s

- SoliDeoGloria8550. (2009, February 7). Bach - Fugue in G minor BWV 578 [Video]. YouTube. https://www.youtube.com/watch?v=PhRa3REdozw&t=8s

- The British Library. (n.d.). A Flat Major Fugue from "The Well-tempered Clavier" [Manuscript]. https://www.bl.uk/learning/timeline/item104654.html

- The Tabernacle Choir at Temple Square. (2014, September 17). Hallelujah Chorus, from Messiah - Mormon Tabernacle Choir [Video]. YouTube. https://www.youtube.com/watch?v=BBZ7AfZR9xs

- Warner Classics. (2017, January 27). Bach: Harpsichord Concerto No.1 in D Minor BWV 1052 (Jean Rondeau) [Video]. YouTube. https://www.youtube.com/watch?v=XcsfDxojdV8

Supplemental materials:
- Spotify
- Kahoot!
- Youtube
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite

Modifications for Learners
See appendix

Topic/Unit 1 Title	Classical Era	Approximate Pacing	9 cycle classes

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<tr><td align="center">Interdisciplinary Connections:</td><td align="center">Computer Science & Design Thinking:</td></tr>
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- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Activity: Students will compare how music was spread around the world and look at music under the umbrella of "arts" and observe all artistic mediums which were effected by the technology, location of world center, and time period.

</td><td>

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time

Activity: Students will select from a variety of digital tools to compose music based on given criteria.

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Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece.Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The key differences in music and compositional practices between the Baroque and Classical eras.
- The development and expansion of musical forms.
- How history influences artistic decisions and musical compositional output.
- Who the key composers and musical forms of the Classical era were

Essential Questions:

- How does history impact the compositional choices made by composers?
- How did changes in technology influence the means by which music was created and performed?
- How does the music of the Classical era compare to that of the past eras?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:
● Chamber Music
● Symphony
● Sonata Form
● Sonata
● Franz Joseph Haydn
  ○ String Quartet in E-flat, Op. 33, No. 2, Mvt. 4
  ○ Symphony No. 94 in G Major, Mvt. 2
● Wolfgang Amadeus Mozart
  ○ Piano Sonata No. 16 in C Major, K. 545, Mvt. 1
  ○ Symphony No. 29, Mvt. 1
  ○ Symphony No. 40, Mvt. 1
● Ludwig van Beethoven
  ○ Piano Sonata No. 12 in A-flat Major, Op. 26, Mvt. 3 ("Funeral March")
  ○ Piano Sonata No. 14 in C-sharp minor, Op. 27/2, Mvt. 1 ("Moonlight")
  ○ Piano Sonata No. 15 in D Major, Op. 28, Mvt. 4 ("Pastorale")
  ○ Piano Sonata No. 17 in D minor, Op. 31/2, Mvt. 3 ("Tempest")
  ○ Piano Sonata No. 18 in E Flat Major, Op. 31/3, Mvt. 4 ("The Hunt")
  ○ Symphony No. 5, Mvt. 1
	Students will be able to:
	● Understand Classical compositional forms
	● Read notation
	● Aural skills (close listening)
	● Draw conclusions based on collected evidence
	● Compare/contrast various forms of music

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: ● True and false ● Term matching ● Composer matching ● Close listening/auditory examples
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

measure progress towards grade level standards; given 2-3 X per year)

RESOURCES

Core instructional materials:

● AVROTROS Klassiek. (2018, January 12). Mozart: Symphony No. 29 in A major, K.201 - Concertgebouw Chamber Orchestra - Live Concert HD [Video]. YouTube. https://www.youtube.com/watch?v=X3j5f9ggN-4&t=5s

● Badstuber, M. (2016, April 28). Facade View of Buildings [Photograph]. https://unsplash.com/photos/wFHqJCuGB1g

● Boys and Girls. (n.d.). [Illustration]. https://pixabay.com/vectors/boys-characters-girls-kids-2025359/ Bust of Beethoven. (n.d.). [Photograph]. https://pixabay.com/photos/ludwig-van-beethoven-bust-composer62844/

● Curtis Institute of Music. (2019, January 22). RAVEL Introduction et allegro [Video]. YouTube. https://www.youtube.com/watch?v=AAtSh0gzaDQ&t=503s

● Esterházy Palace (n.d.). [Photograph]. https://pixabay.com/photos/esterh%c3%a1zy-palace-esterhazy-castle89510/

● Felex Liu. (2015, May 23). Mozart Piano Sonata No 16 C major K 545 Barenboim [Video]. YouTube. https://www.youtube.com/watch?v=1vDxlnJVvW8

● France Musique. (2019, October 23). Francis Poulenc : Sonate pour clarinette et piano I, II et III (Joë Christophe/Vincent Mussat) [Video]. YouTube. https://www.youtube.com/watch?v=y0iRkE1CiXg&t=640s

● Haydn Symphony No 94 G major Surprise 2nd Andante. (2016, February 22). [Video]. YouTube. https://www.youtube.com/watch?v=mimSPDIAVWo

● hr-Sinfonieorchester – Frankfurt Radio Symphony. (2016c, March 14). Beethoven: 5. Sinfonie · hrSinfonieorchester · Andrés Orozco-Estrada [Video]. YouTube. https://www.youtube.com/watch?v=fuPrcnpIRx8&t=1s

● hr-Sinfonieorchester – Frankfurt Radio Symphony. (2016d, March 26). Schumann: 3. Sinfonie (»Rheinische«) · hr-Sinfonieorchester · Marek Janowski [Video]. YouTube. https://www.youtube.com/watch?v=3lRdCGIp-rg&t=21s

● Kaufman Music Center. (2019, September 24). Haydn - String Quartet in E-flat, Op. 33, No. 2 "The Joke" Finale [Video]. YouTube. https://www.youtube.com/watch?v=anddrR5c1DE

● leomartins82. (2008, October 8). Mozart's Symphony no 40 - 1st movement [Video]. YouTube. https://www.youtube.com/watch?v=l45DAuXYSIs

● Li, Z. (2019, February 19). Lincoln Memorial [Photograph]. https://unsplash.com/photos/MKH92XNgH9g

● Marioverehrer. (2015, March 26). Sonata No. 16 in C Major 1st Movement - Wolfgang Amadeus Mozart [Piano Tutorial] (Synthesia) [Video]. YouTube. https://www.youtube.com/watch?v=9aW9t5Cn-KU

● Rousseau. (2018, July 23). Beethoven - Moonlight Sonata (1st Movement) [Video]. YouTube. https://www.youtube.com/watch?v=sbTVZMJ9Z2Iw

● sarah m. (2015, November 29). Mozart -Piano Concerto No 23 A major K 488, Maurizio Pollini, Karl Bohm [Video]. YouTube. https://www.youtube.com/watch?v=DXeBFhqViYg&t=131s

- Symphony Orchestra (n.d.). [Photograph].
  https://pixabay.com/photos/symphony-orchestra-concert-183608/

- Warner Classics. (2017, January 27). Bach: Harpsichord Concerto No.1 in D Minor BWV 1052 (Jean Rondeau) [Video]. YouTube. https://www.youtube.com/watch?v=XcsfDxojdV8

- Wolfgang Amadeus Mozart. (n.d.). [Illustration].
  https://pixabay.com/illustrations/mozart-music-notes-classicrequiem-6255703/

- Zhou, P. (2020, May 24). Parthenon [Photograph]. https://unsplash.com/photos/WLdHQepgdT

Supplemental materials:
- Spotify
- Kahoot!
- Youtube
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite

Modifications for Learners
See appendix

Topic/Unit 1 Title	Romantic Era	Approximate Pacing	8 cycle classes

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. - 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts. Activity: Students will compare how music was spread around the world and look at music under the umbrella of "arts" and observe all artistic mediums which were effected by the technology, location of world center, and time period.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will select from a variety of digital tools to compose music based on given criteria.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece.Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The key differences in music and compositional practices between the Classical and Romantic eras.
- The development and expansion of musical forms.
- How history influences artistic decisions and musical compositional output.
- Who the key composers and musical forms of the Romantic era were.
- The Romantic era from three different perspectives: orchestral music, dance, and theater.

Essential Questions:
- How does history impact the compositional choices made by composers?
- How does the music of the Romantic era compare to that of the past eras?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:
● Symphonic Poem
● Ballet
● Opera
● Camille Saint-Saëns
  ○ Danse Macabre, Op. 40
  ○ The Carnival of the Animals
  ○ V. Elephants
  ○ VII. Aquarium
  ○ X. Aviary
  ○ XIII. The Swan
● Pyotr Ilyich Tchaikovsky
  ○ "Dance of the Sugar Plum Fairy" from The Nutcracker
  ○ "Garland Dance" from Sleeping Beauty
● Richard Wagner
  ○ "Ride of the Valkyries" from Die Walküre
	Students will be able to:
	● Understand Romantic compositional forms
	● Aural skills (close listening)
	● Draw conclusions based on collected evidence
	● Compare/contrast various forms of music

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: ● True and false ● Term matching ● Composer matching ● Close listening/video examples
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or	● Projects/presentations ● Class participation

assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- AVROTROS Klassiek. (2016, September 28). Mussorgsky: Night on Bald Mountain - Radio Filharmonisch Orkest - Live concert HD [Video]. YouTube. https://www.youtube.com/watch?v=52iOdAVU4C8&t=37s

- AVROTROS Klassiek. (2018, January 12). Mozart: Symphony No. 29 in A major, K.201 - Concertgebouw Chamber Orchestra - Live Concert HD [Video]. YouTube. https://www.youtube.com/watch?v=X3j5f9ggN-4&t=15s
- Bennett II, J., & Fine, M. (2019, May 22). Cancel Culture: How We Deal with Wagner in the 21st Century | Editorial. WQXR. https://www.wqxr.org/story/cancel-culture-how-we-deal-wagner-21st-century/

- Berliner Philharmoniker. (2017, June 27). Tchaikovsky: Romeo and Juliet / Dudamel · Berliner Philharmoniker [Video]. YouTube. https://www.youtube.com/watch?v=2l8IlogGKto

- Chamber Music Society of Lincoln Center. (2016, December 6). Bach: Brandenburg Concerto No. 1 in F major, BWV 1046, I. Allegro [Video]. YouTube. https://www.youtube.com/watch?v=rz_KFLHjquc

- Deutsche Grammophon - DG. (2012, September 3). Metropolitan Opera Orchestra – Wagner: Ride of the Valkyries - Ring (Official Video) [Video]. YouTube. https://www.youtube.com/watch?v=xeRwBiu4wfQ

- FAMAHongKong. (2016, June 7). The Met: Live in HD - Turandot [Video]. YouTube. https://www.youtube.com/watch?v=b8idNpI9CDo

- GCSMeredith. (2014, October 17). Vi ricorda, o boschi ombrosi - L'Orfeo - Claudio Monteverdi [Video]. YouTube. https://www.youtube.com/watch?v=u0qkP1kvEdQ

- hr-Sinfonieorchester – Frankfurt Radio Symphony. (2020, February 3). Strauss: Don Juan · hrSinfonieorchester · Andrés Orozco-Estrada [Video]. YouTube. https://www.youtube.com/watch?v=XG4uBRBMdz

- Insider. (2018, September 8). How Ballerinas Customize Their Pointe Shoes [Video]. YouTube. https://www.youtube.com/watch?v=9tISaWeO9q8

- Notas de Ballet. (2020, December 4). SLEEPING BEAUTY - Garland Waltz (Royal Ballet) [Video]. YouTube. https://www.youtube.com/watch?v=VDbt_2oMFEk

- Orchestre Symphonique De Montreal - Topic. (2018, November 24). Saint-Saëns: Danse Macabre, Op.40, R.171 [Video]. YouTube. https://www.youtube.com/watch?v=Z4UEilNB3xA

- RoyalDukeJam. (2010a, August 25). Saint Saens: Carnival of the Animals~Aquarium [Video]. YouTube. https://www.youtube.com/watch?v=-OAQ6rAs9DA

- RoyalDukeJam. (2010b, August 25). Saint Saens: Carnival of the Animals~L'Elephant (The Elephant) [Video]. YouTube. https://www.youtube.com/watch?v=f1nVDoCnsNk

- RoyalDukeJam. (2010c, August 25). Saint Saens: Carnival of the Animals~Volieres (Aviary) [Video]. YouTube. https://www.youtube.com/watch?v=ZFJf3rHd69c

- Royal Opera House. (2017a, October 19). The Magic Flute – Queen of the Night aria (Mozart; Diana Damrau, The Royal Opera) [Video]. YouTube. https://www.youtube.com/watch?v=YuBeBjqKSGQ

- Slovak State Philharmonic Orchestra - Topic. (2017, June 8). The Sleeping Beauty, Op. 66, TH 13: Valse [Video]. YouTube. https://www.youtube.com/watch?v=xucJOz6U9kA

- Yo-Yo Ma. (2015, August 5). Yo-Yo Ma, Kathryn Stott - The Swan (Saint-Saëns) [Video]. YouTube. https://www.youtube.com/watch?v=3qrKjywjo

Supplemental materials:
- Spotify   - Kahoot!   - Youtube   - Soundtrap   - Chrome Music Lab   - Student Packet   - Memory Bank   - Google Suite
Modifications for Learners
See appendix

Topic/Unit 1 Title	Impressionism Era	Approximate Pacing	7 Cycle Days
STANDARDS			
NJSLS			

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will select from a variety of digital tools to compose music based on given criteria.

Activity: Students will compare how music was spread around the world and look at music under the umbrella of "arts" and observe all artistic mediums which were effected by the technology, location of world center, and time period.	

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece.Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The key factors leading to the transition from the Romantic Era to the Impressionism Era.
- Stylistic compositional practices unique to the Impressionism Era.
- How history influences artistic decisions and musical compositional output.
- Who the key composers and musical forms of the Impressionism Era were.
- How to draw connections between aural and visual impressionistic perspectives

Essential Questions:
- How does history impact the compositional choices made by composers?
- How does the music of the Impressionism Era compare to that of past eras?
- How does the Impressionism Era use music as a visual medium?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:
- Prelude
- Suite
- Neoclassical
- Claude Debussy
  - • La mer, L. 109, CD. 111
    - III. Dialogue of the Wind and the Sea
  - Nocturnes, L. 91, CD. 98
  - Préludes Book I
    - III. Le vent dans la plaine: Animé
    - V. Les collines d'Anacapri
    - VI. Des pas sur la neige: Triste et lent
    - VIII. La fille aux cheveux de lin: Très calme et doucement expressif
  - Préludes Book II
    - VI. Général Lavine – eccentric: Dans le style et le mouvement d'un Cakewalk
    - XII. Feux d'artifice: Modérément animé
- Maurice Ravel
	Students will be able to:
	- Understand impressionistic compositional practices
	- Aural skills (close listening)
	- Draw conclusions based on collected evidence
	- Compare/contrast various forms of music

- Ma mère l'Oye
  - V. Conversations of Beauty and the Beast
- Miroirs
  - III. Une barque sur l'océan
- Sonatine
  - I. Modéré
  - II. Mouvement de menuet
- Lili Boulanger
  - Trois morceaux pour piano

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: ● Video/listening ● Term matching ● True and false ● Composer matching
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:
- Arturo Benedetti Michelangeli - Topic. (2019, January 9). Debussy: Préludes / Book 2, L. 123 - 6. General Lavine - eccentric [Video]. YouTube. https://www.youtube.com/watch?v=zl605db7I5w

- Berlin Philharmonic Orchestra - Topic. (2018a, July 30). Debussy: Nocturnes, L. 91 - I. Nuages [Video]. YouTube. https://www.youtube.com/watch?v=nlLbAUX43PM

- Berlin Philharmonic Orchestra - Topic. (2018b, July 30). Debussy: Nocturnes, L. 91 - II. Fêtes [Video]. YouTube. https://www.youtube.com/watch?v=y1zS8DnOu9o&list=RDU9-JXMKN3oU&index=3
- Berlin Philharmonic Orchestra - Topic. (2018c, July 30). Debussy: Nocturnes, L. 91 - III. Sirènes [Video]. YouTube. https://www.youtube.com/watch?v=U9-JXMKN3oU

- bertrand chamayou. (2017, February 13). Sonatine, M. 40: I. Modéré [Video]. YouTube. https://www.youtube.com/watch?v=-etBkPGWtFU

- Dino Ciani - Topic. (2018, December 12). Debussy: Préludes / Book 1, L.117 - 5. Les collines d'Anacapri [Video]. YouTube. https://www.youtube.com/watch?v=IoSVbxxhJDc

- Laurent Petitgirard - Topic. (2016, January 8). Daphnis et Chloe: Part I: Introduction et danse religieuse [Video]. YouTube. https://www.youtube.com/watch?v=AR-eIVbz5gE

- Lemon Grass. (2013, June 9). Claude Debussy: The Girl with the Flaxen Hair [Video]. YouTube. https://www.youtube.com/watch?v=TOxJpPiFe0k

- Mariinsky Orchestra - Topic. (2018, November 24). Tchaikovsky: The Sleeping Beauty, Op. 66, TH.13 - Introduction [Video]. YouTube. https://www.youtube.com/watch?v=4AcEUMbs2V4

- Maurizio Pollini - Topic. (2018, July 26). Debussy: Préludes - Book II, L. 123 - XII. Feux d'artifice [Video]. YouTube. https://www.youtube.com/watch?v=kPdnJ8zM_Gg

- musicnetmaterials. (2014, August 25). Debussy. Preludios. Libro I. Preludio no 3 Le vent dans la plaine [Video]. YouTube. https://www.youtube.com/watch?v=yMO5MjskewU

- Paul Barton. (2017, December 10). Debussy "Des pas sur la neige" P. Barton FEURICH HP piano [Video]. YouTube. https://www.youtube.com/watch?v=5ZpysYzdIrk

- Paul Barton. (2018, December 1). Mozart Menuet No.1 K.1 (TAKE 1) 1st Composition 5 YEARS OLD [Video]. YouTube. https://www.youtube.com/watch?v=z6mP4Vo2uvo&t=42s

- Prague Festival Orchestra - Topic. (2015, April 4). Mother Goose Suite: IV. Conversations of Beauty and the Beast [Video]. YouTube. https://www.youtube.com/watch?v=xQ80Rxpf4bw

- OrangeSodaKing. (2009, July 27). Ravel: Miroirs III. Une Barque sur L'Ocean (André Laplante) [Video]. YouTube. https://www.youtube.com/watch?v=bTYUyDjVCRU

- shanecavo. (2010, October 15). Debussy - La Mer (Dialogue du vent et de la mer - Movement 3) [Video]. YouTube. https://www.youtube.com/watch?v=ITDteHEyJHw

- Various Artists - Topic. (2021a, April 15). 3 Morceaux: No. 1, D'un vieux jardin [Video]. YouTube. https://www.youtube.com/watch?v=cKhoxHLUj14

- Various Artists - Topic. (2021b, April 15). 3 Morceaux: No. 2, D'un jardin clair [Video]. YouTube. https://www.youtube.com/watch?v=gxQcp8B_PIE

- Various Artists - Topic. (2021c, April 15). 3 Morceaux: No. 3, Cortège [Video]. YouTube. https://www.youtube.com/watch?v=2cal_HAWMYQ

- Xandertrax. (2013, October 27). Ravel - Sonatine, No. 2, "Mouvement de Menuet" [Video]. YouTube. https://www.youtube.com/watch?v=j7bwFCNzcno

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite

Modifications for Learners
See appendix

Topic/Unit 1 Title	Introduction to Jazz	Approximate Pacing	6-10 cycle classes
STANDARDS			
NJSLS			

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- 1.3E.12prof.Cr2a: Select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. - ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Students will compare how music was spread around the world and look at music under the umbrella of "arts" and observe all artistic mediums which were effected by the technology, location of world center, and time period.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will select from a variety of digital tools to compose music based on given criteria.

Career Readiness, Life Literacies & Key Skills:
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience - 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries Activity: In the creation of an original piece of music, creativity and innovation plays a key role in the planning process of creating a piece of music in the creation process and final showcase of the overall musical piece. Students will also participate in classroom discussions on the role of musicians and artists of the time, and how the technologies of the time helped music to spread around the world.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The unique musical qualities pertaining to the genre of jazz.
- The development of jazz during the first half of the 20th century.
- The relationship between American culture and the evolution of jazz.
- The use of improvisation throughout various eras of early jazz history

Essential Questions:
- How does history impact the compositional choices made by composers?
- How does jazz reflect American culture and ideals?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:
● Arrangement
● Big Band/Jazz
● Orchestra Call and Response Collective
● Improvisation Great American Song Book
● Head
● Improvisation
● Solo
● Syncopation
● Scott Joplin
    ○ "The Entertainer"
    ○ "Maple Leaf Rag"
● Louis Armstrong
    ○ "When the Saints Go Marching In"
    ○ "Ain't Misbehavin'"
● Benny Goodman
    ○ "Sing, Sing, Sing"
● Duke Ellington
    ○ "Cotton Tail"
● Dizzy Gillespie
    ○ "A Night in Tunisia"
● Harold Arlen and Johnny Mercer
    ○ "Come Rain or Come Shine" (renditions by Billie Holiday, Ella Fitzgerald, Judy Garland, Sarah Vaughan)
● John Coltrane
    ○ "Giant Steps
	Students will be able to:
	● Understand jazz traits and practices
	● Aural skills (close listening)
	● Draw conclusions based on collected evidence
	● Compare/contrast jazz from a variety of eras

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	The written summative assessment for this unit contains a variety of questions, including: ● Video examples ● True or false ● Matching (improvisational style to the correct era) ● Jazz era identification *Note: This assessment can be replaced with one of the in-class jazz projects. The incorporation of one of these projects would extend this unit by 3-4 contact periods.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation ● Makey-Makey compositions
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- BennyGoodmanVEVO. (2019, September 17). Benny Goodman and His Orchestra - Sing, Sing, Sing (Audio) [Video]. YouTube. https://www.youtube.com/watch?v=u_E0UVNtJ9Y

- BillieHolidayOfficial. (2018, June 13). Come Rain Or Come Shine [Video]. YouTube. https://www.youtube.com/watch?v=LIYLSNETEfU

- Biography. (2012, December 12). Louis Armstrong: Broke Down Barriers for African American Artists | Biography [Video]. YouTube. https://www.youtube.com/watch?v=sIILBeUrYLk

- Classical Mood Experience. (2012, December 17). Dizzy Gillespie feat. Charlie Parker - A Night In Tunisia [Video]. YouTube. https://www.youtube.com/watch?v=gfLVVHxk4IM

- dancohen. (2007, January 3). Animated Sheet Music: "Giant Steps" by John Coltrane [Video]. YouTube. https://www.youtube.com/watch?v=2kotK9FNEYU

- Dave Wave. (2018, January 30). What is Ragtime? Ragtime Explained in 2 minutes (Music Theory) [Video]. YouTube. https://www.youtube.com/watch?v=QTQQAWCqytE

- Duke Ellington - Topic. (2017, February 20). Cotton Tail [Video]. YouTube. https://www.youtube.com/watch?v=Bq5LRQIJx3k
- Ella Fitzgerald. (2020, February 27). Come Rain Or Come Shine [Video]. YouTube. https://www.youtube.com/watch?v=U68HM8VkJo0

- Jazz at Lincoln Center's JAZZ ACADEMY. (2015, January 11). Collective Improvisation in New Orleans Jazz [Video]. YouTube. https://www.youtube.com/watch?v=EadpcjMB_2s

- Judy Garland - Topic. (2015, August 1). Come Rain Or Come Shine (Remastered) [Video]. YouTube. https://www.youtube.com/watch?v=fdAK9f2wtZs

- Lionel Pincus and Princess Firyal Map Division, The New York Public Library. (1874). Map of The United States Retrieved from https://digitalcollections.nypl.org/items/510d47e3-b0d7-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1899). Maple leaf rag Retrieved from https://digitalcollections.nypl.org/items/510d47da-538d-a3d9-e040-e00a18064a99

- Music Division, The New York Public Library. (1902). The entertainer : a rag time two step Retrieved from https://digitalcollections.nypl.org/items/81784061-492f-bbc9-e040-e00a1806338b

- National Museum of American History. (2015, July 16). What is Jazz? [Video]. YouTube. https://www.youtube.com/watch?v=BMgKXbtQwoo&t=2s

- reelblack. (2021, May 13). Harlem On Parade (1944)| Louis Armstrong Dorothy Dandridge | That's Reelblack Entertainment [Video]. YouTube. https://www.youtube.com/watch?v=p7A4gEAW78g

- Sarah Vaughan - Topic. (2015, April 6). Come Rain Or Come Shine [Video]. YouTube. https://www.youtube.com/watch?v=ywqsdrRNvEQ

- Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library. (1922 - 1923). King Oliver's Creole Jazz Band Retrieved from https://digitalcollections.nypl.org/items/8e0981a2-4b0e-a10a-e040-e00a18063089

- Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library. (1950 - 1979). Louis Armstrong Retrieved from https://digitalcollections.nypl.org/items/6284748f-2319-3fb4-e040-e00a180647d6

- Schomburg Center for Research in Black Culture, Photographs and Prints Division, The New York Public Library. (1911). Scott Joplin, "the king of ragtime composers" Retrieved from https://digitalcollections.nypl.org/items/61045064-83f7-cc9c-e040-e00a18062c81

- Scott Joplin - Topic. (2015, May 19). The Entertainer [Video]. YouTube. https://www.youtube.com/watch?v=WKlcTG8GbB8

- The Ed Sullivan Show. (2021, April 24). Louis Armstrong "When The Saints Go Marching In" on The Ed Sullivan Show [Video]. YouTube. https://www.youtube.com/watch?v=2eUzdTF3P2M

- The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Photography Collection, The New York Public Library. (1903 - 1904). Canal Street, New Orleans, La. Retrieved from https://digitalcollections.nypl.org/items/510d47d9-9c20-a3d9-e040-e00a18064a99

- Toms Mucenieks. (2019, April 10). Scott Joplin - Maple Leaf Rag [Video]. YouTube. https://www.youtube.com/watch?v=rBInnwV21D

- xhoices. (2010, August 26). Bebop Jazz: The Evolution of Culture Through Music © by Caira Lee [Video]. YouTube. https://www.youtube.com/watch?v=10HGVN6Qapw&t=367s

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Makey-Makey

Modifications for Learners
See appendix

Topic/Unit 1 Title	Rhythm & Blues - The Precursor to Rock & Roll	Approximate Pacing	3-5 cycle classes

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:

● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting the United States and their effect on the arts.	● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will look to use reliable accurate web based sources when researching.

Career Readiness, Life Literacies & Key Skills:
● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience ● 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages ● 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:
- Rhythm & Blues (R&B) is a genre of music that emerged in the United States during the 1940s and was the precursor to rock & roll. Prior to 1945, the term "race records" was used to describe music created and performed by black musicians for black audiences.
- R&B was influenced by various genres of music such as Robert Johnson's Mississippi Delta blues, rural blues, jump blues, big-band jazz.
- Independent record labels, known as indie labels, played a major role in promoting R&B music during the 1950s
- R&B was an essential precursor to rock & roll, and many of the elements found in R&B, such as the driving beat, blues-inspired chord progressions, and soulful vocals, can still be heard in rock music today.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● Bessie Smith ● Big Joe Turner ● Bo Diddley ● Chuck Berry ● Clyde McPhatter ● The Coasters ● The Drifters ● Fats Domino	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities,

- Hank Ballard and The Midnighters - Hank Williams - Ike Turner - Jackie Brenston - James Brown - Jerry Lee Lewis - Johnny Otis - Little Richard - Lloyd Price - Muddy Waters - Ray Charles - Robert Johnson - Ruth Brown - Sam Cooke - Screamin' Jay Hawkins	Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	After researching a record label and it's history with artists of the time, students will create a pitch to an artist for their record label.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Exit Tickets - Self Evaluation - Soundtrap Compositions
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Bessie Smith - Down-Hearted Blues (1923)
- Robert Johnson - Crossroads Blues (1936)
- Louis Jordan - Choo Choo Ch'Boogie (1946)
- Big Joe Turner - Shake, Rattle and Roll (1954)
- Ray Charles - I Got a Woman (1954)
- Bo Diddley - Bo Diddley (1955)
- James Brown - Please, Please, Please (1956)
- Sam Cooke - You Send Me (1957)
- Etta James - At Last (1960)
- Fats Domino - Blueberry Hill (1956)
- Is Blues the Mother of All Modern Music? (Sound Field)
- PBS's Sounbreaking (Documentary Series)
- How Bessie Smith Influenced A Century Of Popular Music (National Public Radio, NPR)

- [Robert Johnson At 100, Still Dispelling Myths](#) (National Public Radio, NPR)
- [How to Study Rock & Roll](#) (from Teach Rock)

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners
See [appendix](#)

Topic/Unit 1 Title	Birth of Rock & Roll	Approximate Pacing	4-6 cycle classes

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting the United States and their effect on the arts.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.2: Compare how technologies have influenced society over time Activity: Students will look to use reliable accurate web based sources when researching.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:
- The emergence of Rock & Roll in the 1950's and its impact on popular culture.
- How Rock & Roll grew out of various musical genres such as blues, country, and gospel music and how it became a voice for youth culture.
- The importance of DJs such as Alan Freed and Dick Clark in promoting Rock & Roll to a wider audience.
- The social and political context of the 1950's and how it influenced the emergence of Rock & Roll.
- The civil rights movement, the Cold War, and the rise of television as important factors.
- The impact of technological innovations such as the electric guitar and the advent of the 45 rpm single on the development of Rock & Roll.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● The Beach Boys ● Buddy Holly ● Chuck Berry ● Dick Dale & the Del-Tones ● Duane Eddy ● Fats Domino ● Elvis Presley ● The Everly Brothers ● James Burton ● Little Richard ● Ricky Nelson ● Roy Orbison ● The Surfaris ● The Ventures	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities, ● Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will complete a radio broadcast. Acting as a DJ, while using soundtrap students will create a radio broadcast/podcast. Discussing current world events, a major musical artists that relates to their world event, and playing a selection from the band.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Elvis Presley - That's All Right (Mama) (1954)
- Bill Haley & His Comets - (We're Gonna) Rock Around the Clock (1954, 1955)
- Little Richard - Tutti Fruitti (1955)
- Buddy Holly - Peggie Sue (1957)
- Chuck Berry - Johnny B. Goode (1958)
- Duane Eddy - Rebel Rouser (1958)
- The Ventures - Walk Don't Run (1960)
- Dick Dale & the Del-Tones - Miserlou (1962)
- Chantays - Pipeline (1963)
- The Surfaris - Wipe Out (1963)
- Fats Domino - Ain't It a Shame (1955)
- The Everly Brothers - Wake Up Little Suzie (1957)
- Chuck Berry - Maybelline (1958)
- Ricky Nelson - Believe What You Say (1958)
- Rolling Stone: The 50s: A Decade of Music That Changed the World

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners

See appendix

Topic/Unit 1 Title	Beatles and the British Invasion	Approximate Pacing	3-5 cycle classes

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting the world and their effect on the arts.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students will look to use reliable accurate web based sources when researching.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The cultural and musical significance of The Beatles and the British Invasion, and how they helped to shape the course of rock and roll history (The Beatles, The Rolling Stones, The Who, etc.).
- The musical and cultural trends that emerged during this time.
- The impact of The Beatles and the British Invasion on subsequent generations of musicians, and how their influence can still be heard in popular music today.
- The Beatles were one of the most successful and influential bands in the history of rock and roll, and their music continues to be popular today.

Essential Questions:

- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● The Animals ● The Beatles ● Beatle-mania ● Brian Epstein ● The Byrds ● Cliff Richard ● The Ed Sullivan Show ● George Martin ● The Hollies ● The Kinks ● Larry Parnes ● The Rolling Stones ● The Who ● The Yardbirds ● The Zombies	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities, ● Use digital media to create an audio-visual representation of knowledge

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will complete a "front page" project. Students will create a newspaper front page witht he biggest headlines from the British invation discussing: ● Bands ● Cultural context ● Cultural Significance ● Pictures ● World current events ● Beatlemania
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

● Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
● Lonnie Donegan - Rock Island Line (1956)
● The Beatles - Love Me Do (1962)
● The Beatles - Please Please Me (1963)
● The Beatles - I Want to Hold Your Hand (1964)
● The Dave Clark Five - Glad All Over (1964)
● The Kinks - You Really Got Me (1964)

- The Rolling Stones - <u>Satisfaction</u> (1965)
- The Who - <u>My Generation</u> (1965)
- The Yardbirds - <u>For Your Love</u> (1965)
- The Zombies - <u>Time of the Season</u> (1968)
- The Animals - <u>House of the Rising Sun</u> (1964)
- The Hollies - <u>Bus Stop</u> (1966)
- The Spencer Davis Group - <u>Gimme Some Lovin'</u> (1966)
- The Beatles: Eight Days A Week - The Touring Years (Documentary, 2016).
- How the Beatles Changed the World (Documentary, 2017).
- The Beatles: Made on Merseyside (Documentary, 2018).
- <u>The Early 1960's in the US & UK</u> (UR Popular Music, YouTube).
- <u>The Rise of the Beatles</u> (UR Popular Music, YouTube),
- <u>The Beatles as Students of American Pop Music</u> (UR Popular Music, YouTube),
- <u>The Beatles from Craftsman to Artists</u> (UR Popular Music, Youtube),
- <u>The British Invasion: The Music, The Times, The Era</u> (Book).
- The Beatles Anthology by The Beatles (Book).
- Yeah! Yeah! Yeah!: The Beatles, Beatlemania, and the Music that Changed the World by Bob Spitz (Book).
- Tune In: The Beatles: All These Years by Mark Lewisohn (Book).

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners
See <u>appendix</u>

Topic/Unit 1 Title	1960's - The Folk Revival	Approximate Pacing	5-7 cycle classes
STANDARDS			
NJSLS			

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:

- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subseque
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.nt generations.

Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting the world and their effect on the arts. Students will also compare how the role of technology played in the spread of information in a new way.

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Activity: Students will look to use reliable accurate web based sources when researching.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The social and political context of the 1960s, including the Civil Rights Movement, the Vietnam War, and the emergence of the counterculture.
- Discuss the role of music in the counterculture and how it was used as a form of protest and expression.
- Woodstock Festival and its significance in the history of Rock & Roll.
- Folk music shared with early rock an "alternative" mindset that preferred music not embraced by the mainstream,
- Folk lyrics frequently told stories that illustrated various kinds of societal problems, and the meaning of the lyrics was much more important to folk listeners than the musical prowess of the folk singer, or his or her good looks.
- The Folk Revival develops, it becomes somewhat aligned with the Civil Rights Movement, and protest music around the Vietnam War.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: ● Alan & John Lomax ● Almanac Singers ● Bob Dylan ● The Byrds ● Crosby, Stills, & Nash ● The Kingston Trio ● Lead Belly ● Pete Seeger ● Peter, Paul & Mary ● Weavers ● Woody Guthrie	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities, ● Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will complete a comparison project. Students will select a piece of protest music from the 1960's and compare it to a piece of music form a current artist that could be classified as protest music.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES
Core instructional materials: ● Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill. ● Woody Guthrie - This Land is Your Land (1944) ● The Kingston Trio - Tom Dooley (1959) ● Pete Seeger - We Shall Overcome (1960) ● Bob Dylan - Blowin' in the Wind (1962) ● Peter, Paul & Mary - If I Had a Hammer (1962) ● Bob Dylan - The Times They Are A-Changin' (1964) ● Sam Cooke - A Change is Gonna Come (1964) ● Crosby, Stills, & Nash - Ohio (1971) ● The Weavers - Goodnight Irene (1950) ● Odetta - Oh, Freedom (1962) ● Nina Simone - Mississippi Goddam (1964) ● Rev. F.D Kirkpatrick & James Collier - Everybody's Got a Right to Live (1969) ● Marvin Gaye - What's Going On? (1971) ● Smithsonian Folkways - Website

● Pressbooks - 1960's and American Folk Music			

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere
- Brain Pop

Modifications for Learners
See appendix

Topic/Unit 1 Title	1960's Part 2 - Motown, Doo-Wop, & Soul	Approximate Pacing	5-7 cycle classes
STANDARDS			
NJSLS			

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students will look to use reliable accurate web based sources when researching.

the wolrd and their effect on the arts. Students will also compare how the role of technology played in the spread of information in a new way.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The origins of Soul, Motown, and Doo-Wop music in African American communities in the 1940's and 1950's.
- The role of record labels, such as Atlantic Records and Chess Records, in producing and popularizing Soul and Doo-Wop music.
- The influence of gospel and blues music on the development of Soul and Doo-Wop music.
- The social and cultural context of Soul and Motown music in the 1960s, including the Civil Rights Movement.
- The contributions of influential artists and groups, such as Sam Cooke, Ray Charles, The Temptations, and The Supremes.
- The musical characteristics of Soul and Doo-Wop music, such as call and response vocals, intricate harmonies, and use of doo-wop syllables.
- The impact of Soul and Motown music on popular culture and the music industry, including the integration of black and white audiences and artists.
- The ongoing legacy of Soul and Doo-Wop music in contemporary music, including the use of sampling and homage in hip-hop and R&B.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● Ben E. King ● Berry Gordy ● Chubby Checker ● Diana Ross ● The Drifters ● Johnny Mathis ● Marvin Gaye ● Nat King Cole ● Otis Redding ● Sam Cooke ● Stevie Wonder ● The Supremes	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities, ● Use digital media to create an audio-visual representation of knowledge.

● The Temptations ● The Ronettes	

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	A written assessment will be given at the end of this unit, following the viewing of the Doo-Wop pject.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Public Broadcasting Service. (n.d.). *The Doo Wop Project*. PBS. https://www.pbs.org/show/doo-wop-project
- Johnny Mathis - Chances Are (1957)
- Sam Cooke - You Send Me (1957)
- Nat King Cole - Looking Back (1958)
- The Drifters - There Goes My Baby (1959)
- Chubby Checker - The Twist (1960)
- Ben E. King - Stand By Me (1961)
- The Ronettes - Be My Baby (1963)
- Otis Redding - (Sitting on) the Dock of the Bay (1968)
- Sam Cooke - Bring It On Home to Me (1962)
- Johnny Mathis - It's Not For Me To Say (XXXX)
- Soul Train (Black History in Two Minutes or so Black History in Two Minutes or so)
- Motown: How It All Began | Oprah's Master Class
- Sam Cooke's Swan Song of Protest (National Public Radio, NPR)

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Brain Pop
- Google Suite
- Poll Everywhere

Modifications for Learners

Topic/Unit 1 Title	1970's	Approximate Pacing	5-7 cycle days

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Activity: Students will participate in research, discussions, and projects which explore the cultural contexts effecting the world and their effect on the arts.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students will look to use reliable accurate web based sources when researching.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- Psychedelic rock and its origins in the counterculture of the 1960s.

- How to analyze the music of key psychedelic rock artists, such as Pink Floyd, Jefferson Airplane, and The Grateful Dead.
- The use of experimental and unconventional sounds in psychedelic rock, such as tape loops, feedback, and distortion.
- How to analyze the album as an artistic and cultural statement in the context of psychedelic rock, with a focus on the seminal albums of the era such as The Beatles' Sgt. Pepper's Lonely Hearts Club Band and Pink Floyd's The Piper at the Gates of Dawn.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: - Aerosmith - The Allman Brothers - Black Sabbath - Blondie - Bruce Springsteen - David Bowie - Deep Purple - The Doors - Eagles - Fleetwood Mac - Iron Maiden - The Jackson 5 - Jethro Tull - Jimi Hendrix - Led Zeppelin - Lynyrd Skynyrd - Neil Young - Pink Floyd - Queen - Ramones - Rush - Steely Dan - Steve Miller Band - The Who - Van Halen - ZZ Top	*Students will be able to:* - Identify, collect, and summarize relevant information from various resources in multiple formats, - Build on others' ideas through collaborative discussion and activities, - Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	In this assignment, complete a chart below columns for each song by describing characteristics of the music with musical vocabulary. In the last section, channel your inner music critic and write a brief musical critique.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Exit Tickets - Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks	- Projects/presentations - Class participation - Projects

students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- The Doors - Light My Fire (1967)
- Jimi Hendrix - Purple Haze (1967)
- Black Sabbath - Paranoid (1970)
- Led Zeppelin - Stairway to Heaven (1971)
- Lynyrd Skynyrd - Free Bird (1973)
- Pink Floyd - Money (1973)
- Queen - Bohemian Rhapsody (1975)
- The Eagles - Hotel California (1976)
- Fleetwood Mac - Go Your Own Way (1977)
- The Who - Baba O'Riley (1971)
- David Bowie - Heroes (1977)
- A Brief History of Black Sabbath (The Beat Goes On)
- Jimmy Page: How Stairway to Heaven was written (BBC News)
- A Brief History of Queen (The Beat Goes On)
- The Musical Roots of Doo Wop (from Teach Rock)

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners

See appendix

Topic/Unit 1 Title	1980's	Approximate Pacing	3-5 cycle days

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - 1.12acc.Re8a: Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology. Activity: As new genres of music developed new styles of dress and dancing emerged. Students will explore the umbrella of the arts in these new expressions.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity: Students will look to use reliable accurate web based sources when researching. Students will address the development of new musical technologies when researching and presenting.

Career Readiness, Life Literacies & Key Skills:
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience - 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The 1980's were a transitional period for rock and roll music, with the rise of new sub-genres and the continuation of established styles.
- The decade was marked by the emergence of new technologies and the increased commercialization of music.
- New Wave & Post-Punk were prominent sub-genres of rock music in the early 1980s, characterized by their use of synthesizers, electronic drums, and a more pop-oriented sound.
- Post-Punk bands such as Joy Division and The Cure blended punk rock and new wave to create a darker, more atmospheric sound.
- Heavy Metal continued to be a popular subgenre in the 1980's with bands such as Iron Maiden, Judas Priest, and Metallica gaining a dedicated following.
- Hair Metal, a subgenre of heavy metal characterized by its glamorous, flamboyant style, gained mainstream success with bands such as Bon Jovi, Poison, and Motley Crue.
- The popularity of hair metal was fueled by the rise of MTV and music videos, which helped to create a larger-than-life image for these bands.
- Alternative rock emerged in the mid-1980's as a reaction to the commercialization of rock music and the dominance of hair metal and other mainstream styles.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: - AC/DC - Bon Jovi - The Cure - Def Leppard - Depeche Mode - Duran Duran - Guns N' Roses - The Jam - Joy Division - Metallica - Michael Jackson - Ozzy Osbourne - Pat Benatar - Prince - R.E.M. - Ramones - The Replacements - The Smiths - Sonic Youth - Talking Heads - U2 - Van Halen - Whitney Houston - ZZ Top	*Students will be able to:* - Identify, collect, and summarize relevant information from various resources in multiple formats, - Build on others' ideas through collaborative discussion and activities, - Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Written assessment answer questions based on "Where is the Funk? How Prince Created the Minneapolis Sound".
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Exit Tickets - Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	- Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES			
Core instructional materials:			

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- The Clash - London Calling (1979)
- Talking Heads - Once in a Lifetime (1980)
- Joy Division - Love Will Tear Us Apart (1980)
- The Police - Every Breath You Take(1983)
- U2 - Pride (In the Name of Love) (1984)
- Prince - Purple Rain (1984)
- Guns N' Roses - Sweet Child O' Mine (1987)
- Pixies - Where Is My Mind? (1988)
- Sonic Youth - Teen Age Riot (1988)

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners
See appendix

Topic/Unit 1 Title	1990's	Approximate Pacing	4-6 cycle days

STANDARDS
NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Activity: As new genres of music developed new styles of dress and dancing emerged. Students will explore the umbrella of the arts in these new expressions. They will also examine how history repeats itself.	Activity: Students will look to use reliable accurate web based sources when researching. Students will address the development of new musical technologies when researching and presenting.

Career Readiness, Life Literacies & Key Skills:

- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Student projects will be centered around individual and group responsibilities, where students will practice communication, collaboration, and leadership skills with reflection and discussion on their experiences.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The popularity of music videos on MTV and other outlets continued to shape the music industry, and the emergence of the internet created new opportunities for artists and fans.
- Grunge, a subgenre of alternative rock that originated in the Pacific Northwest, emerged as a major force in the early 1990's.
- Britpop, a subgenre of rock music that emerged in the United Kingdom, was characterized by its use of British cultural references and a revival of 1960s-style pop music.
- Indie rock, a loosely defined genre that encompassed a wide range of styles, emerged as an alternative to mainstream rock and roll, with bands such as Pavement, Sonic Youth, and Guided by Voices gaining critical acclaim.
- Emo, a sub-genre of alternative rock that emphasized emotional expression and introspection, emerged in the mid-1990s.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● Beck ● Björk ● The Cranberries ● Dave Matthews Band ● The Foo Fighters ● Green Day ● Nirvana ● No Doubt ● Oasis ● The Offspring ● Pearl Jam ● The Pixies ● Radiohead ● Rage Against the Machine ● Red Hot Chili Peppers	*Students will be able to:* ● Identify, collect, and summarize relevant information from various resources in multiple formats, ● Build on others' ideas through collaborative discussion and activities, ● Use digital media to create an audio-visual representation of knowledge.

● R.E.M. ● Smashing Pumpkins ● Soundgarden ● Stone Temple Pilots ● The Spice Girls ● Sublime ● Tool ● Weezer ● Wu-Tang Clan	

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Students will create and present posters of a selected genre. Posters will contain reflections/examples of 90's music/fashion/cultural influences which are having a resurgence today; and focus ont he connection between music and the cultural influence.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	● Memory Bank ● Teacher Observation ● Peer Evaluation ● Exit Tickets ● Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	● Projects/presentations ● Class participation ● Projects ● Homework ● Group work ● Aural/visual assessment and observation ● Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	● Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Nirvana - Smells Like Teen Spirit (1991)
- Radiohead - Creep (1992)
- Rage Against the Machine - Killing in the Name (1992)
- Weezer - Buddy Holly (1994)
- Smashing Pumpkins - Bullet with Butterfly Wings (1995)
- Oasis - Wonderwall (1995)
- Green Day - Good Riddance (Time of Your Life) (1997)
- Foo Fighters - Everlong (1997)
- Red Hot Chili Peppers - Scar Tissue (1999)

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners

Topic/Unit 1 Title	2000's	Approximate Pacing	5-7 Cycle Days

STANDARDS

NJSLS

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. - 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. Activity: As new genres of music developed new styles of dress and dancing emerged. Students will explore the umbrella of the arts in these new expressions. They will also examine how history repeats itself; what's old is new.	- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. - 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. - 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Activity: Students will look to use reliable accurate web based sources when researching. Students address the development of new musical technologies when researching and presenting. Students will also explore the new laws that came about with streaming and the internet.

Career Readiness, Life Literacies & Key Skills:

- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

Activity: Students will look at musicians around the world and their online/social media presence during our current times and the impact their online and social media presence has on their identities and popularity.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- Rock & Roll in the the 2000's continued to evolve with the rise of new sub-genres and influence of already established styles.
- The emergence and impact of digital media and the internet had a significant impact on the music industry, changing the way music was distributed, consumed, and promoted.
- Post-grunge, a sub-genre of alternative rock that emerged in the late 1990's, continued to be popular in the early 2000's.
- Nu-metal, a sub-genre of heavy metal that blended elements of hip hop and alternative rock, gained popularity in the early 2000's.
- The garage rock revival, a movement that brought a raw, stripped-down sound back to rock and roll, emerged in the early 2000's.
- The post-punk revival, a movement that drew inspiration from the punk and new wave scenes of the late 1970's and early 1980's, emerged in the early 2000's.
- Art rock, a genre that combined experimental and avant-garde elements with rock and roll, gained popularity in the 2000's.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: • Amy Winehouse • Arcade Fire • Arctic Monkeys • Black Keys • Blink-182 • Coldplay • Eminem • Franz Ferdinand • Green Day • Kings of Leon • Linkin Park • Muse • My Chemical Romance • Outkast • Queens of the Stone Age • Radiohead • Red Hot Chili Peppers • System of a Down • The Strokes • The White Stripes • U2	*Students will be able to:* • Identify, collect, and summarize relevant information from various resources in multiple formats, • Build on others' ideas through collaborative discussion and activities, • Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will create a ven diagram comparison project of a 1980's punk/metal/grunge artist and a 2000's post-punk revival/garage-rock/post-grunge/Nu-metal artist of the 2000's.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Exit Tickets - Self Evaluation - Soundtrap Compositions
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Radiohead - Everything In Its Right Place (2000)
- The Strokes - Last Nite (2001)
- The White Stripes - Seven Nation Army (2003)
- The Killers - Mr. Brightside (2004)
- Franz Ferdinand - Take Me Out (2004)
- Green Day - American Idiot (2004)
- Arctic Monkeys - I Bet You Look Good On The Dancefloor (2005)
- Queens of the Stone Age - No One Knows (2002)
- System of a Down - Chop Suey! (2001)
- Muse - Knights of Cydonia (2006)
- The White Stripes: Under Great White Northern Lights - This documentary follows The White Stripes on their 2007 tour of Canada, featuring interviews with Jack and Meg White, as well as live performances of some of their most iconic songs.

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere

Modifications for Learners

See appendix

Topic/Unit 1 Title	The Streaming Age: Hip-Hop & Popular Music	Approximate Pacing	5-8 cycle days
	STANDARDS		
	NJSLS		

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections:	Computer Science & Design Thinking:
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: As new genres of music developed new styles of dress and dancing emerged. Students will explore the umbrella of the arts in these new expressions. They will also examine how history repeats itself; what's old is new.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. Activity: Students will look to use reliable accurate web based sources when researching.Students address the development of new musical technologies when researching and presenting. Students will also explore the new laws that came about with streaming and the internet.

Career Readiness, Life Literacies & Key Skills:

- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries\

Activity: Students will look at musicians around the world and their online/social media presence during our current times and the impact their online and social media presence has on their identities and popularity.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Students will understand:

- The history of streaming and its impact on the music industry, particularly within the realm of hip-hop and popular music - including how it has changed the way music is distributed and consumed, how artists make money, how it has affected the role of record labels and the financial models of the industry.
- The impact of streaming on hip-hop music and how it has helped to elevate the genre to become one of the most popular genres in the world.
- The importance of social media and online platforms in the promotion and distribution of music.

- The role of social media in shaping popular music trends and the ways in which artists have utilized these platforms to build their brand and engage with fans.
- The business side of the music industry, including the role of streaming in generating revenue for artists and record labels.
- How streaming has impacted the way artists market and promote their music, and how social media has become a powerful tool for building a fan base and engaging with audiences.
- The impact of hip-hop music on popular culture, including fashion, language, and social movements.
- The role of hip-hop in addressing social and political issues, and how streaming has allowed for greater accessibility and exposure to these messages.
- These genres challenged the dominance of rock music and brought new voices and perspectives to the music industry.
- The crossover success of artists such as LL Cool J and Beastie Boys helped to bridge the gap between rock and hip hop.

Essential Questions:
- How has the history of rock & roll evolved over time?
- What impact has rock & roll had on the development of music?
- How has music reflected significant historical events?
- What is the historical context in which rock & roll music has been written and performed?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	**Process/Skills/Procedures/Application of Key Knowledge**
Students will know: - Beastie Boys - Beyoncé - Childish Gambino - Daft Punk - Drake - Foo Fighters - Frank Ocean - Gorillaz - Green Day - Jay-Z - Kanye West - Kendrick Lamar - Lady Gaga - Lorde - Outkast - Radiohead - Red Hot Chili Peppers - Rihanna - The Weeknd - U2	*Students will be able to:* - Identify, collect, and summarize relevant information from various resources in multiple formats, - Build on others' ideas through collaborative discussion and activities, - Use digital media to create an audio-visual representation of knowledge.

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will present a project on an artist of their own choice who came up from social media (like Youtube or TikTok) rather than the traditional path. Reflecting on: - Artist history - Influences - Social Media platforms & campaigns

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	- Memory Bank - Teacher Observation - Peer Evaluation - Exit Tickets - Self Evaluation
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	- Projects/presentations - Class participation - Projects - Homework - Group work - Aural/visual assessment and observation - Vocabulary/Musical Term Quizzes
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the unit.

RESOURCES

Core instructional materials:

- Charlton, K. (2011). *Rock Music Styles: A history*. McGraw-Hill.
- Outkast - Hey Ya! (2003)
- Kanye West - Stronger (2007)
- Drake - Hotline Bling (2015)
- Beyoncé - Formation (2016)
- Childish Gambino - This Is America (2018)
- Billie Eilish - Bad Guy (2019)
- Lil Nas X - Old Town Road (2019)
- Post Malone - Circles (2019)
- The Weeknd - Blinding Lights (2020)
- Robert Glasper: "Jazz is the mother of hip-hop" (Sound Field)
- Rapping, deconstructed: The best rhymers of all time (Vox)
- Building Beats

Supplemental materials:
- Kahoot!
- Youtube
- Spotify
- Soundtrap
- Chrome Music Lab
- Student Packet
- Memory Bank
- Google Suite
- Poll Everywhere
- Brain Pop

Modifications for Learners

See appendix