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TOWNSHIP OF UNION PUBLIC SCHOOLS



Explorations in Music

Adopted: May 21, 2024

Explorations in Music

Unit Title: Unit 1 - Music History, Genres, & Culture

Grade level: 9-12

Timeframe: 4-5 Weeks

Guiding Questions

How do musicians generate creative ideas?

How do musicians make creative decisions?

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How do musicians make meaningful connections to creating, performing and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

What different types of communities exist, and how do the people in our communities impact us?

Standards

Standards (Taught and Assessed)

- 1.3.B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).
- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

- 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
- 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, AV Technology & Communications Career Pathways.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, AV Technology & Communications Career Cluster.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.3.12.AR-PRF.1 - Describe the scope of the Performing Arts Career Pathway and the role of various individuals in it.
- 9.3.12.AR-PRF.7 - Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-VIS.2 - Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.ED.2 - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

Instructional Plan

<p>Pre-Assessment</p> <p>Pre-Assessment Exam - Exam will include a variety of question formats, including multiple choice and true/false questions about events in music history, matching music genres to their descriptions, short answer and fill in the blank questions about significant performances and eras in music history, visual identification of musical instruments, essay questions about the evolution of popular music genres and influential performances, and a reflection question about an aspect of music history the student finds interesting and would like to learn more about.</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <p>Translated/multilingual resources Extended time Use of assistive technology Other accommodations as needed or specified in documentation <u>See additional modifications here.</u></p>
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Analyze the historical and cultural contexts surrounding influential music performances.</p> <p>Evaluate the impact of iconic music performances on the evolution of musical styles and genres.</p> <p>Assess the techniques and innovations used in landmark performances and their influence on subsequent music creations.</p> <p>Contextualize key music performances within broader historical events, social movements, and cultural shifts.</p> <p>Compare and contrast performances from different eras, recognizing their contributions to the development of music.</p> <p>Analyze varying perspectives on the significance of specific performances and articulate their own informed opinions.</p>	<p>Active listening sessions</p> <p>Research and presentation</p> <p>Discussion groups and debates</p> <p>Historical contextualization - ex. timelines, analyzing primary sources, exploring parallel events</p> <p>Comparative analysis</p> <p>Response essays or reflections</p> <p>Interactive multimedia projects (podcasts, videos, interactive presentations)</p> <p>Personal reflection and expression</p> <p>Creative projects - ex. musical performance or composition</p> <p>Project based learning</p>	<p>Structured discussion with assessed participation</p> <p>Critical analysis worksheets</p> <p>Quizzes or quick checks/exit tickets</p> <p>Interactive online quizzes and games</p> <p>Think-pair-share activities</p>	<p>Music Performances that changed the world:</p> <ul style="list-style-type: none"> - Woodstock 1969 - Back to School Jam 1973 - Moondog - Coronation Ball 1952 - The Beatles - Rooftop Concert 1969 - Bob Dylan Newport Folk Festival - The Beatles on the Ed Sullivan Show 1964 - Live Aid 1985 - Monsters of Rock Moscow 1991 - Woodstock 1999 - Last Concert on the Titanic 1912 <p>Music Eras/Genres:</p> <ul style="list-style-type: none"> - Jazz - Latin American Music - World Music - Rock and Roll - Music of the Orchestra - Symphonies and the Ballet - Classical - Electronic 	<ul style="list-style-type: none"> ● Translated/ multilingual resources ● Visual aids ● Language support (e.g. bilingual dictionary) ● Group work ● Sensory accommodations (e.g. headphones) ● Modified assignments ● Individualized instruction ● Additional support ● Chunking material ● Frequent checks for understanding ● Varied instructional methods ● Extended time ● Use of assistive technology ● Flexible seating ● Other accommodations as needed or specified in documentation

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Identify and categorize major music genres, outlining their defining characteristics, instrumentation, and stylistic elements.</p> <p>Analyze the impact of specific decades on shaping American Popular music, examining how social, cultural, and technological changes influenced musical trends.</p> <p>Connect musical styles and themes from different decades to historical events, societal movements, and cultural shifts.</p> <p>Contextualize music genres within broader historical contexts, understanding how genres emerged, evolved, and interacted with societal changes in America.</p> <p>Evaluate the influence of diverse cultural backgrounds and societal factors on the development of different music genres across decades.</p>			<ul style="list-style-type: none"> - The Music of Tennessee - Decades in American Popular Music <p><u>Generations and Their Music</u></p> <ul style="list-style-type: none"> - Timeline creation - Artist profiles - Lyric analysis - Musical movement debates - Album cover design - Concert review - Music video analysis - Genres showcase - Portfolio or compilation project 	<p>Advanced Students:</p> <ul style="list-style-type: none"> ● Extended research projects ● Advanced analysis ● Independent study options ● Peer teaching roles ● Access to additional resources <p>See <u>additional modifications here.</u></p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Articulate the impact and significance of influential musicians, albums, or movements within specific musical genres and decades.				

Benchmark Assessment 1

Benchmark Assessment

<p>Performance Analysis and Reflection Essay - Students will write an in-depth analysis and reflection of one significant performance in music history. Essay will include:</p> <ul style="list-style-type: none"> - Historical context and significance in the music industry and cultural landscape - Analysis of musical elements, innovations, and techniques used in performance - Discussion of the impact of the performance on music movements or genres - Reflection on personal insights and connections to the performance 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> • Provide translated materials or bilingual dictionaries • Additional time • Simplified instructions and scaffolded support • Provide outlines or graphic organizers • Allow for oral presentations or alternative formats • Break down into smaller steps • Use of assistive technology • Gifted, Honors: • Compare multiple performances • Encourage students to explore nuanced aspects or lesser-known details • Provide opportunities for additional research or references to scholarly sources
<p>See additional modifications here.</p>	

Benchmark Assessment 2

<p>Benchmark Assessment</p> <p>Multimedia Project: Evolution of American Popular Music - Students will create a multimedia presentation or project showcasing the evolution of American popular music across major genres and decades. Project should include:</p> <ul style="list-style-type: none"> - Timeline or visual representation highlighting significant performances, artists, and milestones in each music genre and decade - Audio or video excerpts representing characteristic songs from genres or decade - Narration or written explanations connecting the musical evolution to historical events, social changes, and cultural influences - Visual elements (images, graphics, charts) to enhance understanding and engagement 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> ● Provide visual aids or templates ● Simplify instruction ● Allow flexibility in format ● Break down into smaller tasks ● Additional support or peer assistance ● Extended time ● Gifted, Honors: ● Encourage students to create a more complex presentation, incorporating interactive elements, advanced visual effects, or original compositions <p><u>See additional modifications here.</u></p>
<p>Summative Assessment</p> <p>Summative Unit Exam</p> <p>OR</p> <p>Music Genre Timeline and Reflective Response</p> <ul style="list-style-type: none"> - Students create a visual timeline or infographic showcasing the evolution of a chosen music genre. Should include: <ul style="list-style-type: none"> - Historical context - key artists, landmark albums, and significant milestones in the genre's development - Music elements - highlight changes in musical characteristics, innovations, and notable trends within the genre over time - Societal impact - represent the genre's influence on culture, society, and its interactions with other music genres - Students write a reflective response, discussing their learning process, insights gained, and personal connections to the genre. 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> ● Provide visual aids and templates ● Bilingual resources ● Additional time ● Allow for alternative formats ● One-on-one guidance ● Guided prompts ● Break down into smaller tasks ● Additional resources ● Expect timeline showcasing intricate details and connections ● Encourage creative and innovative approaches ● Expect a higher level of critical reflection <p><u>See additional modifications here.</u></p>

Interdisciplinary Connections

English Language Arts:

- Analyzing music lyrics - Students analyze song lyrics, exploring themes, poetic devices, symbolism, and cultural references, creating written interpretations that blend literary analysis with historical context.

History/Social Studies:

- Music as a cultural artifact - Investigate music's role in society, analyzing its evolution amidst historical events. They examine music as a cultural expression, reflecting on societal changes, values, and challenges across different eras.

Mathematics:

- Musical patterns in math - Students explore mathematical concepts within music, analyzing musical structures, rhythms, and patterns.

Science:

- Science of music - Study the science behind sound waves and musical instrument production. Employ mathematical representations to understand the physics of sound in music and technology.

Visual Arts:

- Visual representations of music - Examine visual representations of music, such as album art and music-related imagery. Analyze how artistic elements reflect historical and cultural contexts of various music genres.

Explorations in Music

Unit Title: Unit 2 - Music Analysis

Grade level: 9-12

Timeframe: 2-3 weeks

Guiding Questions

- How do musicians generate creative ideas?
 - How do musicians make creative decisions?
 - How do performers select repertoire?
 - How do musicians improve the quality of their performance?
 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
 - How do we discern the musical creators' and performers' expressive intent?
 - How do we judge the quality of musical work(s) and performance(s)?
 - How do musicians make meaningful connections to creating, performing and responding?
 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
 - What different types of communities exist, and how do the people in our communities impact us?
-

Standards

Standards (Taught and Assessed)

- 1.3.B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).

- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
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- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, AV Technology & Communications Career Pathways.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, AV Technology & Communications Career Cluster.
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.3.12.AR-PRF.1 - Describe the scope of the Performing Arts Career Pathway and the role of various individuals in it.
- 9.3.12.AR-PRF.7 - Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-VIS.2 - Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.ED.2 - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

Instructional Plan	
Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Popular Song Analysis - Exam will include a variety of question formats, including title and artist matching, musical elements identification, and lyric interpretation</p>	<p>ELL, SPED, At-risk, 504: Bilingual support Visual aids Modified content Modified response formats Familiar song choices Collaborative activity</p> <p>Advanced: Complex matching Critical analysis component</p> <p><u>See additional modifications here.</u></p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Evaluate and critique Grammy award-winning songs from different eras, analyzing musical elements and cultural influences to discern their significance within the music industry</p> <p>Deconstruct and analyze lyrics from selected popular songs, identifying literary devices, themes, and social commentary embedded within the lyrics</p> <p>Interpret popular song lyrics as poetry, exploring poetic elements such as metaphors, symbolism, and narrative structures to uncover deeper meanings and artistic expression</p> <p>Refine active listening skills by critically engaging with various genres of popular music, identifying instrumentation, vocal techniques, and production elements that contribute to the overall impact of the music</p>	<p>Guided listening sessions</p> <p>Comparative analysis</p> <p>Close reading of lyrics</p> <p>Group discussions</p> <p>Research-based analysis</p> <p>Critical evaluation</p> <p>Creative projects - ex. musical performance, composition, or poetry</p> <p>Digital platforms</p> <p>Multimedia projects</p> <p>Journaling</p> <p>Peer Review</p> <p>Public speaking</p>	<p>Lyric annotation</p> <p>Lyric quizzes</p> <p>Compare and contrast essays</p> <p>Venn Diagrams</p> <p>Guided listening responses</p> <p>Listening quizzes</p> <p>Song analysis presentations</p> <p>Write song lyrics</p> <p>Artistic responses</p> <p>Structured discussion with assessed participation</p> <p>Peer feedback sessions</p> <p>Think-pair-share activities</p>	<p>Grammy award winning music - Analyze, debate, and predict past winners</p> <p>Songwriting and Lyrics slide deck</p> <p>Analysis guide</p> <p>Poems set to music</p> <p>Close reading exercises with guides</p> <p>Daily song journal</p> <p>Artist spotlights</p> <p>Create original song lyrics</p> <p>Music streaming platforms</p> <p>Song lyric databases</p> <p>Documentaries and interviews</p>	<p>ELL, SPED, At-risk, 504:</p> <ul style="list-style-type: none"> - Visual aids and graphic organizers - Bilingual resources - Peer support - Modified assignments - Extended time - Personalized topics - Small group discussions - Real-world connections - Accommodated materials - Flexible assessments - Structured support <p>Advanced:</p> <ul style="list-style-type: none"> - Extended research projects - Enrichment tasks - Independent study opportunities <p>See additional modifications here.</p>

Benchmark Assessment 1

Benchmark Assessment

Musical Element Identification - Students will identify and analyze musical elements in a selected popular song, and describe how these elements contribute to the song's overall impact and style.

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

ELL, SPED, At-risk, 504:

- Modified song selections
- Translated song excerpts
- Visual aids
- Simplified identification
- Extra support
- Engaging song choices
- Guided practice
- Modified materials
- Extended time

Advanced:

- Complex analysis
- Encourage further research
- Creative extension

See additional modifications [here](#).

Benchmark Assessment 2

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Lyric Analysis and Interpretation - Students will analyze and interpret lyrics from a selected popular song, identify literary devices and themes, interpret meaning, and discuss lyrical impact on the song's message.</p>	<p>ELL, SPED, At-risk, 504:</p> <ul style="list-style-type: none"> ● Modified song selections ● Translated song excerpts ● Visual aids ● Simplified identification ● Extra support ● Engaging song choices ● Guided practice ● Modified materials ● Extended time <p>Advanced:</p> <ul style="list-style-type: none"> ● Complex analysis ● Encourage further research ● Creative extension <p>See additional modifications here.</p>
<p>Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Summative Exam OR Music Analysis Portfolio - Components include:</p> <ul style="list-style-type: none"> - Song analysis worksheet - Comparative Analysis Essay - Creative Interpretation - Reflective Journal - Peer Review 	<p>ELL, SPED, At-risk, 504:</p> <ul style="list-style-type: none"> ● Bilingual resources ● Extended time ● Simplified tasks ● Assistive technology ● Choice of familiar songs ● Structured outlines and templates ● Accommodated materials <p>Advanced:</p> <ul style="list-style-type: none"> ● Additional research or analytical challenges ● Multimedia components ● Flexible format <p>See additional modifications here.</p>

Interdisciplinary Connections

English/Literature:

- Lyric Analysis as Poetry - Students connect analyzing song lyrics to studying poetry and literary devices used in literature
- Comparative Analysis - Compare themes in song lyrics with themes explored in literature or novels

History/Social Studies:

- Cultural Context - Explore the historical and cultural background of songs, connecting them to significant historical events or social movements
- Societal Impact - Investigate how popular songs reflect or influence societal values, connecting to social studies topics

Art/Media Studies:

- Visual Representation - Explore the visual representation of music through album art, music videos, or concert visual
- Media Influence - Analyze the portrayal of music and musicians in media, discussing its impact on society and perception

Technology/Computing:

- Music Technology - Discuss technological advancements in music production and its influence on popular music genres
- Digital Platforms - Explore how streaming platforms and digital media impact the accessibility and popularity of music

Mathematics:

- Rhythm and Beats - Connect musical rhythms to mathematical concepts like fractions, patterns, and sequences in a song's structure

Cultural Studies:

- Diversity and Global Music - Study different music genres from various cultures, discussing the influence and globalization of music

Psychology/Sociology:

- Emotional Impact - Analyze the emotional effects of music on individuals, connecting to psychological and sociological studies on emotions and behavior

Explorations in Music

Unit Title: Unit 3 - Music and Society

Grade level: 9-12

Timeframe: 4 Weeks

Guiding Questions

- How do musicians generate creative ideas?
 - How do musicians make creative decisions?
 - How do performers select repertoire?
 - How do musicians improve the quality of their performance?
 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
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- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
- 1.3E.12prof.Pr4b: Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.
- 1.3E.12prof.Pr4c: Identify the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.
- 1.3E.12prof.Re7a: Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.
- 1.3E.12prof.Re7b: Explain how knowledge of the structure (e.g., repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
- 1.3E.12prof.Re8a: Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
- 1.3E.12prof.Re9a: Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, AV Technology & Communications Career Pathways.
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, AV Technology & Communications Career Cluster.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.3.12.AR-PRF.1 - Describe the scope of the Performing Arts Career Pathway and the role of various individuals in it.
- 9.3.12.AR-PRF.7 - Describe how technology and technical support enhance performing arts productions.
- 9.3.12.AR-VIS.2 - Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.ED.2 - Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment

Exam will include multiple choice and short answer questions assessing students' existing knowledge across various topics related to music in everyday society. Topics include, but are not limited to, music and war, social justice music, AI in music, music and health, music as a language, and music in advertising.

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

ELL, SPED, At-risk, 504:
 Visual aids
 Modified response format
 Extended time
 Familiar contexts
 Assistive technology

Advanced:
 Additional challenging questions
 Creative responses

See additional modifications here.

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Identify and explain the historical significance of music in wartime, analyzing songs associated with resistance or protest Define the purpose and impact of social justice music in advocating for societal change and equality Discuss the roles of Artificial Intelligence in music creation, performance, and its	Interactive lectures Research projects Case studies Listening sessions Lyric analysis Group discussions and debates Peer teaching Interactive platforms	Song analysis worksheets Topic debates Song presentation sessions Career exploration reports Current event analysis Creative projects (ex - music and art integration, musical composition tasks) Short quizzes and checkpoints	<u>Music and Politics</u> Music of War - Analyze war-era songs such as "The Ballad of the Green Berets" or "Where Have All the Flowers Gone" focusing on themes and emotions conveyed.	ELL, SPED, At-risk, 504: Bilingual resources Visual aids Adaptive technology Additional time Varied engagement strategies Scaffolded tasks Flexible assessments Advanced: Enrichment tasks Extended research opportunities

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>impact on the music industry</p> <p>Evaluate and discuss the ways in which music positively influences mental health and well-being</p> <p>Elaborate on the concept of music as a universal language, exploring its communicative power beyond linguistic barriers</p> <p>Critically analyze and provide examples showcasing how music is used effectively in advertising to evoke emotions and influence consumer behavior</p> <p>Evaluate the relationship between music and Social-Emotional Learning (SEL), discussing how music influences emotions and empathy</p> <p>Investigate diverse careers in the music industry, considering technological advancements and trends shaping music-related professions</p>	<p>Digital presentations</p> <p>Reflective journals</p> <p>Varied assessments</p>	<p>Listening assessments</p> <p>Journal reflections</p> <p>Exit tickets</p> <p>Interactive quizzes and games</p> <p>Multimedia presentations</p>	<p>Social Justice/Protest Music</p> <ul style="list-style-type: none"> - Lyric Dissection - songs like "Blowin' in the Wind" or "A Change is Gonna Come" <p>Artificial Intelligence in Music</p> <ul style="list-style-type: none"> - Experiment with AI-generated tools - Demos of AI-powered music creation tools like Amptor Music or Google's Magenta Studio <p>Research and presentations on diverse careers in the music industry</p> <p>Music and Health</p> <ul style="list-style-type: none"> - Music therapy workshop - Scientific studies on the effects of music on mental health and well-being - TED Talks (ex - Robert Gupta: Music is medicine, music is sanity; Alex Doman: Your 	<p>See additional modifications here.</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Explore the commodification of music, discussing its economic value and commercialization in contemporary society</p> <p>Examine instances of music censorship, analyzing the ethical and cultural implications on artistic expression</p> <p>Assess the cultural and societal impact of The Walt Disney Company and other mass media on popular culture and entertainment</p>			<p><u>Brain is Better on Music)</u></p> <p><u>Victor Wooten's Music as a Language Ted Talk</u></p> <p><u>Music in Society</u></p> <ul style="list-style-type: none"> - Worksheets, group tasks, critical thinking questions about the role of music in fashion, style, celebration, ceremonies, religious events, learning, personal identity, political commentary, exercise, visual entertainment, etc. <p><u>Music Censorship</u></p> <ul style="list-style-type: none"> - Class debates on censorship and its societal implications - Historical case studies <p><u>Culture Industry - How Music is a Commodity</u></p> <ul style="list-style-type: none"> - Worksheets, vocabulary, videos, group discussion, critical thinking questions, comparative 	

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<p>analysis about the mass production of music, standardized music, marketing, copyright, culture industry</p> <p><u>Music in Advertising</u></p> <ul style="list-style-type: none"> - Analyze and discuss music in advertisements, examining how music influences consumer behavior - Worksheets, videos, critical thinking questions, group discussion about emotional impact, brand identity, driving a story - Create a sonic logo - Bandlab or other available DAW <p>The Impact of Disney</p> <ul style="list-style-type: none"> - Presentation, videos, and discussion of how Disney has influenced movie musicals and musical theatre, how music helps 	

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<p>tell a story, set historical music-related precedents, influenced Broadway in NYC</p> <p>SEL - Celebrating Community with Music, Art, & Poetry</p> <ul style="list-style-type: none"> - "The Vietnam War" by Ken Burns - "Soundtrack for a Revolution" <p>Historical Archives</p>	

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Creative Project - Choose a topic from the unit (e.g. music censorship, AI in music) and create a multimedia project showcasing the topic's significance in society. Examples - develop a podcast episode, create a short documentary, design an infographic</p>	<p>ELL, SPED, At-risk, 504: Simplified project guidelines Scaffolding Clear project prompts and examples Provide templates Additional time Flexible format Advanced: Encourage innovative and more advanced approaches</p> <p>See additional modifications here.</p>

Benchmark Assessment 2

Benchmark Assessment

Collaborative Discussion - Structured group discussion or debate on a controversial topic related to music's societal impact. Students will engage in moderated conversation, presenting arguments, sharing insights, and addressing opposing viewpoints.

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

ELL, SPED, At-risk, 504:

Simplified discussion prompts
Additional support
Visual aids or cue cards
Clear discussion guidelines and examples
Allow for smaller group discussions or pairings

Advanced:

Encourage leadership roles
Offer more complex discussion topics
Additional research tasks

See [additional modifications here](#).

Summative Assessment

Music Impact Portfolio - Create a comprehensive portfolio, consisting of:

- Research reflections
- Creative project
- Collaborative discussion summary
- Personal connections reflection

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

ELL, SPED, At-risk, 504:

Simplified prompts
Additional support materials
Alternative formats
Structured templates
Graphic organizers
Scaffolding
Clear guidelines and examples
Format flexibility

Advanced:

Extended research
Additional components

See [additional modifications here](#).

Interdisciplinary Connections

Social Studies/History:

- Historical Context of Music Movements - Understand societal changes and cultural shifts by studying music genres and their evolution within historical periods
- Impact of Music on Historical Events: Gain insight into the socio-political climate of different eras by analyzing songs related to war, protests, or movements

Language Arts/Literature:

- Lyric Analysis as Poetry - Study song lyrics as literary pieces to understand literary devices, themes, and storytelling techniques
- Research and Writing - Engage in research projects and reflective writing tasks to foster critical thinking and communication skills

Science/Health:

- Music and Brain Function - Explore how music influences mental health and cognition, understanding brain functions and psychological effects

Technology/Computers:

- AI in Music Creation - Delve into the intersection of technology and music production
- Digital Tools for Music - Use digital software for music composition

Visual Arts:

- Visual Representation of Music - Connect visual art to auditory experiences by creating visual artwork inspired by music
- Music in Films and Visual Media - Analyze the intersection of music and visual storytelling in film

Ethics/Philosophy:

- Music Censorship and Freedom of Expression - Discuss ethical questions about artistic freedom and societal norms
- Ethical Implications of Music Industry Practices - Discuss ethical business practices through exploration of commercialization and commodification

Mathematics:

- Rhythms and Patterns - Connect musical rhythms to mathematical concepts like fractions, patterns, and sequences in a song's structure

Physical Education:

- Music in Movement and Dance - Connect music to physical expression and exercise

Explorations in Music

Unit Title: Unit 4 - Music Storytelling & Critique

Grade level: 9-12

Timeframe: 4 weeks

Guiding Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What different types of communities exist, and how do the people in our communities impact us?

Standards

Standards (Taught and Assessed)

- 1.3.B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines.
- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).

- 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
- 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.
- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
- 1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.
- 1.3B.12prof.Re7a: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
- 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.
- 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.
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- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, AV Technology & Communications Career Cluster.
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Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

Instructional Plan

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Recognize and differentiate music styles used in varied media</p> <p>Examine how musical elements contribute to the emotional impact in cartoons, film, and video game music</p> <p>Understand the significance of sound effects and Foley art in enhancing storytelling and ambiance in film and media</p> <p>Evaluate the influence of significant composers on film scores, recognizing their thematic development and use of leitmotifs</p> <p>Explore music technology tools and their role in contemporary music composition and production</p> <p>Analyze music journalism's role in critiquing, evaluating, and</p>	<ul style="list-style-type: none"> ● Multimedia presentations ● Guided listening sessions ● Hands-on activities ● Project-based learning ● Debates and discussions ● Film screenings ● Collaborative projects ● Case studies ● Interactive quizzes and games ● Real-time music analysis ● Critical listening journals ● Music technology demos 	<ul style="list-style-type: none"> ● Music Analysis worksheets - analyze excerpts from cartoons, film scores, and video games ● Sound effect identification ● Small group discussions comparing scores from different films ● Short presentation on a music technology tool ● Evaluate excerpts from music journalism articles or reviews ● Foley art simulation ● Video game music analysis game ● Interactive quizzes ● Composition tasks 	<p>Film score analysis - Analyze iconic film scenes accompanied by different film scores. Discuss how the music influences viewer's perception</p> <p>Video Game Music Creation Workshop - use DAW to compose and arrange video game-inspired music tracks</p> <p>Foley Sound Effects challenge - Assign groups of students scenes to create sound effects using everyday objects.</p> <p>Resources - short film clips without sound, assorted props</p> <p>Composer Spotlight - John Williams. Identify and analyze leitmotifs in John Williams' compositions across different movies</p> <p>Explore other notable film composers - Hans Zimmer, Danny Elfman, Max</p>	<p>ELL, SPED, At-risk, 504:</p> <p>Simplified materials</p> <p>Visual aids</p> <p>Bilingual resources</p> <p>Adapted materials</p> <p>Additional support</p> <p>Alternative assessments</p> <p>Engagement strategies</p> <p>Adaptive technology</p> <p>Accommodated materials</p> <p>Flexible assessments</p> <p>Advanced:</p> <p>Enrichment tasks</p> <p>Extended projects</p> <p>See additional modifications here.</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>disseminating information about different music styles and composers</p> <p>Explore careers in music critic journalism using newer forms of media</p> <p>Understand how music styles reflect cultural trends, societal shifts, and technological advancements in various applications</p>			<p>Steiner, Ennio Moricone, Bernard Herrman</p> <p>Create a podcast based on the "Song Explorer" series Documentaries (ex. "Making Waves: The Art of Cinematic Sound," "The Secret World of Foley")</p> <p><u>PBS Sound Field</u></p>	

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Sound Design Project - Students will work in groups to create a sound design project for a selected film clip. They will create and compile sound effects, background music, and ambient sounds to enhance the viewing experience.</p>	<p>ELL, SPED, At-risk, 504: Pre-selected sound effect options Simplified project guidelines Provide templates and guides</p> <p>Advanced: Provide more complex film clips Additional elements (dialogue creation, composition)</p> <p><u>See additional modifications here.</u></p>

Benchmark Assessment 2

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Music Deconstructed Podcast- Students will analyze and deconstruct a chosen music track or composition, exploring its creation, elements, and significance in a podcast format, modeled after the series "Song Explorer"</p>	<p>ELL, SPED, At-risk, 504: Pre-selected sound effect options Simplified project guidelines Provide templates and guides</p> <p>Advanced: Provide more complex film clips Additional elements (dialogue creation, composition)</p> <p>See additional modifications here.</p>

Summative Assessments (add rows as needed)

<p>Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Cumulative Exam - Exam will include a variety of question formats, including:</p> <ul style="list-style-type: none"> - Multiple choice questions identifying characteristics of various music styles studied, including elements, historical context, and notable composers or artists - Short answer/matching music technology tools with their functionalities or applications in music production - Essay discussing the role of music in addressing social justice issues, providing examples of songs or movements that advocate for social change - Timeline matching - matching significant musical performances or compositions with their respective historical periods or cultural movements - Listening Analysis - Identify distinguishing characteristics of specific genre, deconstruct a popular song, or compare/contrast a specific genre across different time periods 	<p>ELL, SPED, At-risk, 504: Pre-selected sound effect options Simplified project guidelines Provide templates and guides</p> <p>Advanced: Provide more complex film clips Additional elements (dialogue creation, composition)</p> <p>See additional modifications here.</p>

Interdisciplinary Connections

History and Cultural Studies:

- Music and sound in various media mirrors historical and cultural contexts, incorporating diverse cultural influences, and reflecting storytelling norms of specific cultural contexts or time periods.

Language and Literature:

- Music criticism involves analyzing and interpreting music as a form of artistic expression, examining themes, metaphors, and narratives conveyed through music.

- The use of music in storytelling uses narrative devices and structures to evoke emotions and drive plotlines.

Science and Technology:

- Understanding sound production involves grasping the physics principles behind sound waves, frequencies, and how they manifest in music and sound effects.

- Technological advancements in music production, such as digital software and recording equipment, play a crucial role in shaping the soundscape of modern media.

Visual Arts & Media Studies:

- Music and sound effects create mental imagery and impact visual storytelling.

- Collaborative efforts between sound designers, composers, and visual artists result in a cohesive audio-visual experiencing.

Psychology and Humanities:

- Music and sounds evoke emotional responses, affecting mood and perception.

- Cultural backgrounds influence how individuals perceive and interpret music and soundscapes, shaping their emotional connections and responses to different styles.

