

Music History and Appreciation

Purpose - The purpose of this course is to examine popular American music and how it's progressed through American history. Music has been directly connected to many historical events and has been an important part of our cultural history. Students will study significant events, prominent figures, foreign influence, ethnicity and gender, technological development, and societal change through watching, researching, listening to, and analyzing music. Self-discovery is a common theme, which will occur throughout this course, in that students will become enlightened to different genres of music from the past and present. After creating an appreciation, it is intended that students would then place their own musical tastes into a larger schema of an ever-changing musical world. American History, as part of world history, will be covered chronologically and in alignment to musical genres, since the beginning of the 20th century.

Structure - The units in this course will be covered by researching historical periods, in chronological order through the 20th century until the present. Much of the course will be project based, utilizing the internet for research and presentations. It is intended to improve and build upon the student's communication skills through peer collaboration and public speaking.

Unit 1: Post Civil War musical genres and technological change

Students will explore how African American influence and technological innovations changed music, and how it applies today.

Suggested Topics: Music and slavery, Edison and Tesla innovations, Tin Pan Alley, Afro American chant and migrations, marching band, artists unions, Irish folk, WWI music

Unit 2; Jazz and Blues through the Prohibition, Depression, and World War 2

Students will bridge musical and historical connections to the events during the Prohibition, Great Depression and WW2 eras.

Suggested Topics: Prohibition influence, the Jazz Age, the Apollo Theater, the importance of the radio, Blues and the Great Depression, the rise of the big band, WW2 music

Unit 3: Early Rock n Roll, Bebop artists, and the influence of the Television

Students will investigate controversial topics including racial and sexual content in music and the media, and how these controversies still apply today.

Suggested Topics: Elvis and the TV, liberalism vs conservatism, Bebop in NYC, Ella Fitzgerald and Grammy awards, Miles Davis and desegregation, Bob Dylan's social lyrical content

Unit 4: The British Invasion, Civil Rights Movement, and Vietnam War era

Students will explore the 1960's and the multitude of changes which happened in society through music.

Suggested Topics: the Beatles and British artist's impact on America, Motown and unification, Curtis Mayfield and race rioting, Woodstock, drug influence in music, Vietnam War music and 1970's

Unit 5: Modern popular music since the 1980s and the digital era

Students will investigate the importance of controversial court cases, cultural and social changes, and the progression of technology on history through modern music.

Suggested Topics: Generation X, MTV, Digital innovations and their effect on music, the importance of Michael Jackson and Madonna, the Hip Hop culture, YouTube, music during Covid crisis

Overreaching standards for ALL units - CCSS - <http://www.corestandards.org/ELA-Literacy/> (Applicable for each unit)

CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

Music H&A Grade: 10-12	Unit 1: Post Civil War musical genres and technological change <i>Approximately 3 weeks</i>	
CCSS Priority Standards <i>(See above link)</i>	<ul style="list-style-type: none"> ● D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals. ● D2.Soc.9.9-12. Explain the role of social institutions in society 	
Enduring Understanding	<ul style="list-style-type: none"> ● Racial divide and racial unity has changed music and history ● Technology and inventions have affected music and history ● Labor laws and big business have influenced music and history ● An appreciation of music from this time period 	
Essential Questions	<ul style="list-style-type: none"> ● How did racial divide and unity influence the history of American music? ● In what way did technology first change music? ● How did the labor law changes of the early 20th century change music today? ● Why should I appreciate music from this time period? 	
Priority Standards (SHS Learning Expectations)	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes 	
Performance Expectations (Student outcomes)	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Draw conclusions and cite evidence to analyze racial issues, legislation, technological changes, and cultural mores. ● Assess the impact of technological changes on American music and society through the media. ● Communicate clearly and persuasively information and/or a point of view of a controversial issue or topic. 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p><u>Differentiation</u> - each group is allowed to choose their own songs to adequately meet the groups difficulty needs</p> <p><u>Q & A</u> -students ask for clarification, or teacher reteaches as necessary, teacher provides immediate feedback</p> <p><u>Internet research</u> - students often will use a variety of on-line tools to complete research</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Computer with internet connection for each student, classroom appropriate for listening to music, notebooks, white board, teacher computer station, appropriate texts and listening devices, YouTube</p>	<p style="text-align: center;">Assessments (examples)</p> <p><i>Formative Assessments</i> - occur daily through teacher direct observation, teacher Q&A, class discussion, outlining,</p> <p><i>Summative Assessments</i> -</p> <p>On-line form, short answer, essay</p>

Priority Standards Link for each unit - <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

<p>Music H&A Grade: 10-12</p>	<p align="center">Unit 2: Jazz and Blues through the Prohibition, Depression, and World War 2 <i>Approximately 3 weeks</i></p>
<p>CCSS Priority Standards <i>(See above link)</i></p>	<ul style="list-style-type: none"> ● D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. ● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Migration created robust and diverse music scenes in different cities ● Jazz is interconnected with the Prohibition and the invention of the radio ● Musical genres from this time period were directly connected to the events of the time ● An appreciation for music from this time period
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How did the migration of musicians change the location of music scenes? ● How did technology change music and history in this time period and why is it relevant today? ● How was music interconnected with the Prohibition, Great Depression and World War II eras? ● Why should I appreciate music from this time period?
<p>Priority Standards (SHS Learning Expectations)</p>	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
<p>Performance Expectations (Student outcomes)</p>	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Display empathy by perceiving sensitively and walking in someone else’s shoes. ● Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. ● Assess the impact of technological changes on American music and society through the media.

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><u>Research</u> - students will use technology to find appropriate online learning tools to help them accomplish their tasks</p> <p><u>Q & A</u> -students ask for clarification, and/or teacher helps students decipher primary and secondary resources</p> <p><u>Class Discussion</u> - students will engage in thoughtful and argumentative class discussion</p> <p><u>Presentations</u> - in groups or alone, students will present research projects to the class</p>	<p>Computer with internet connection for each student, classroom appropriate for listening to music, notebooks, white board, teacher computer station, appropriate texts and listening devices, YouTube</p>	<p><i>Formative Assessments</i> - observation, teacher Q&A, class discussion, outlining, content review game</p> <p><i>Summative Assessments</i> - Presentation using communications rubric, slide show rubric, content assessment, reflective essay</p>

Music H&A Grade: 10-12	Unit 3: Early Rock n Roll, Bebop artists, and the influence of the Television <i>Approximately 3 weeks</i>	
CCSS Priority Standards <i>(See above link)</i>	<ul style="list-style-type: none"> ● D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. ● D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it. ● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	
Enduring Understanding	<ul style="list-style-type: none"> ● The invention of the television required artists to be concerned with image ● The birth of Rock n Roll played a part in furthering the divide between Liberalism, Conservatism, and generations. ● Controversial societal topics began to dominate the lyrical content of songs ● An appreciation of music from this time period 	
Essential Questions	<ul style="list-style-type: none"> ● How and why did the invention of the television change the music business? ● How did Rock n Roll divide Americans and create a generation gap? ● How and why did song content change during this time period and why is it important today? ● Why should I appreciate music from this time period? 	
Priority Standards (SHS Learning Expectations)	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes 	
Performance Expectations (Student outcomes)	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Read critically and analyze primary and secondary sources. ● Assess the impact of technological changes on American music and society through the media. ● Communicate clearly and persuasively information and/or a point of view of a controversial issue or topic. 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <p><u>Notetaking</u> - students will use technology or take notes during class discussion</p> <p><u>Q & A</u> -students ask for clarification, and/or teacher helps students decipher primary and secondary resources</p> <p><u>Class Discussion</u> - students will engage in thoughtful and argumentative class discussion</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Computer with internet connection for each student, classroom appropriate for listening to music, notebooks, white board, teacher computer station, appropriate texts and listening devices, YouTube</p>	<p style="text-align: center;">Assessments (examples)</p> <p><i>Formative Assessments</i> - listening and feedback, teacher Q&A, class discussion, outlining, note taking</p> <p><i>Summative Assessments</i> - On-line form, Essay</p>

<p>Music H&A Grade: 10-12</p>	<p align="center">Unit 4: The British Invasion, Civil Rights Movement, and Vietnam War era <i>Approximately 6 weeks</i></p>
<p>CCSS Priority Standards <i>(See above link)</i></p>	<ul style="list-style-type: none"> ● D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals. ● D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it. ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● The British artists forever changed the face of American popular music, until this day. ● The birth of soul music, Motown and the Chicago scene directly reflected the mood of the civil rights movement. ● Events taking place during the Vietnam War era were directly expressed in much of the music of the time. ● An appreciation of music from this time period
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How and why was the British Invasion so influential in music and American History in general? ● How was the Civil Rights movement intertwined with the music of the time period and why is this important today? ● How and why was much of the music of the late 60's and early 70's a reflection of the Vietnam War? ● Why should I appreciate music from this time period?
<p>Priority Standards (SHS Learning Expectations)</p>	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
<p>Performance Expectations (Student outcomes)</p>	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Draw conclusions and cite evidence to analyze racial issues, legislation, technological changes, and cultural mores. ● Display empathy by perceiving sensitively and walking in someone else's shoes. ● Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><u>Differentiation</u> - students choose their own topics of study based on a suggested list by the teacher, students may choose their own groups</p> <p><u>Research</u> - students will use technology to find appropriate online learning tools to help them accomplish their tasks</p> <p><u>Q & A</u> -students ask for clarification, and/or teacher helps students decipher primary and secondary resources</p> <p><u>Presentations</u> - in groups or alone, students will present research projects to the class</p>	<p>Computer with internet connection for each student, classroom appropriate for listening to music, notebooks, white board, teacher computer station, appropriate texts and listening devices, YouTube</p>	<p><i>Formative Assessments</i> - Teacher Q&A, class discussion, outlining, note taking, content review games</p> <p><i>Summative Assessments</i> - Presentation using communications rubric, slide show rubric, content assessment, reflective essay, On-line form</p>

<p>Music H&A Grade: 10-12</p>	<p align="center">Unit 5: Modern Popular music since the 1980s and the digital era <i>Approximately 4 weeks</i></p>
<p>CCSS Priority Standards <i>(See above link)</i></p>	<ul style="list-style-type: none"> ● D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. ● D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it. ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Court cases of the 1980's created a new way music was presented. ● Music and Television began to merge and the West Coast becomes a musical hub until this day ● Artists such as Madonna and Michael Jackson helped balance gender and racial equality in the music business ● Companies such as Apple and Google forever changed the way music is made and listened to
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How did musical content and delivery change in the mid-1980s and why? ● What was the importance of MTV and how did it forever change music and American society? ● How and why were Madonna and Michael Jackson so important for race and gender in the music business? ● How and why did the digital age forever change music?
<p>Priority Standards (SHS Learning Expectations)</p>	<ol style="list-style-type: none"> 4. Students will think critically 5. Students will communicate effectively and creatively 6. Students will access, evaluate, and use information for a variety of tasks and purposes
<p>Performance Expectations (Student outcomes)</p>	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Read critically and analyze primary and secondary sources. ● Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. ● Assess the impact of technological changes on American music and society through the media.

Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><u>Research</u> - students will use technology to find appropriate online learning tools to help them accomplish their tasks</p> <p><u>Q & A</u> -students ask for clarification, and/or teacher helps students decipher primary and secondary resources</p> <p><u>Class Discussion</u> - students will engage in thoughtful and argumentative class discussion</p> <p><u>Presentations</u> - in groups or alone, students will present research projects to the class</p>	<p>Computer with internet connection for each student, classroom appropriate for listening to music, notebooks, white board, teacher computer station, appropriate texts and listening devices, YouTube</p>	<p><i>Formative Assessments</i> - teacher Q&A, class discussion, outlining, note taking, content review game</p> <p><i>Summative Assessments</i> - Research assessment, On-line test form, Reflective essay, Final Playlist</p>