

# General Music Semester 2 Curriculum Map

Logan Jones

Harlan Community Academy

## Unit 1: Music of Social Justice

- Content & Pacing: Music of Social Justice and Change
  - Power to the People: Exploring Music of Social Justice in America (6 weeks)
  - “Modern Day Woodstock – Music with a Message” Project (1 week)
- Learning Objectives:
  - Understand the following big ideas:
    - Music has played a role in every major social justice movement of American history
    - Themes of social justice can be found in popular music of all genres and historical periods
    - Patriotism and protest often work hand in hand
    - Popular musicians often use their celebrity status to inspire social change
  - Complete the following tasks:
    - Engage in student to student discourse and debate over unit topics
      - Spirituals, Blues, Civil Rights Anthems, Anti-War songs, music of the Farmworker's Movement, Social Justice within Rap and Hip Hop, and modern protest songs
    - Decode lyrics of spirituals
    - Analyze the development of Blues
    - Write protest lyrics
    - Analyze AAB Blues form
    - Analyze influences of civil rights anthems & the history and significance of Soul and Funk music
    - Compare and contrast Anti-War songs
    - Identify patterns of hybridization in music of the Farmworker's Movement
    - Identify themes of social justice in Rap and Hip Hop
    - Determine the differences between a sample, cover, and remix
    - Create a line-up for a modern festival around a particular social issue and a poster promoting the event
- Assessments:
  - Formative:
    - Students will be assessed for their level of understanding daily during their participation in the activities of the day and in the check-ins for understanding.
    - Students will take a quiz over the subject matter midway through the unit to inform student and teacher what level they are at.
  - Summative:
    - Students will demonstrate their knowledge of the unit with a test graded according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.
    - Students will demonstrate their knowledge of the unit through their “Modern Day Woodstock” project. The project will be graded

## General Music Semester 2 Curriculum Map

Logan Jones

Harlan Community Academy

according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.

- National Core Arts & Illinois Arts Learning Anchor Standards:
  - MU:Re8.1.Ia: Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research
  - MU:Cr3.1.I Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria
  - MU:Cn11.1.Ia. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate

### Unit 2: Music Theory: Half Steps and Accidentals

- Content & Pacing:
  - Half Steps v. Whole Steps & Accidentals (1 ½ Weeks)
- Learning Objectives:
  - Understand the following big ideas:
    - The difference between a half and a whole step
    - The function of a sharp and a flat
  - Complete the following tasks:
    - Identification and writing of whole and half steps
    - Identification of sharps and flats
    - Identification of half and whole steps using the piano
    - Writing half steps using sharps and flats
- Assessments:
  - Formative:
    - Students will be assessed for their level of understanding daily during their participation in the activities of the day and in the check-ins for understanding.
    - Students will take a quiz over the subject matter to inform student and teacher what level they are at.
  - Summative:
    - Students will demonstrate their knowledge of the unit with a test graded according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.
- National Core Arts & Illinois Arts Learning Anchor Standards:
  - MU:Pr:4.1.Ib: Demonstrate or analyze, using music reading skills, how compositional devices of musical works impact and inform prepared or improvised performances.

### Unit 3: Music in Film

- Content & Pacing:
  - Hooray for Hollywood: An Introduction to Film Scoring (5 weeks)
  - Film Composer Research Project (1 week)

# General Music Semester 2 Curriculum Map

Logan Jones

Harlan Community Academy

- Learning Objectives:
  - Understand the following big ideas:
    - Music plays a vital role in the movie audience experience
    - Music can change the audience's perception of a scene
    - Film music is a major industry that employs a multitude of professionals
  - Complete the following tasks:
    - Critically discuss (student to student discourse): how action and the music of a scene interact to create the final effect, the process of recording a score
    - Identify the difference between underscore and source music
    - Compare and contrast: movie themes, character themes
    - Compose a movie theme and variations of it
    - Define and recognize variations in music and direct hits
    - Assign a character theme to well-known characters of students' choice
    - Research careers in film music
    - Research project on a famous film composer
    - Compose their own score for a short film
- Assessments:
  - Formative:
    - Students will be assessed for their level of understanding daily during their participation in the activities of the day and in the check-ins for understanding
    - Students will take a quiz over the subject matter to inform student and teacher what level they are at.
  - Summative:
    - Students will demonstrate their knowledge of the unit with a test graded according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.
    - Students will demonstrate their knowledge of the unit through a project researching a famous film composer. The project will be graded according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.
- National Core Arts & Illinois Arts Learning Anchor Standards:
  - MU:Cn11.1.Ia. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate
  - MU:Cr3.1.II b. Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent.
  - MU:Re7.1.I a. Apply teacher provided criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context

## General Music Semester 2 Curriculum Map

Logan Jones

Harlan Community Academy

- MU:Re8.1.I a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research.

### End of the Year

- Content & Pacing:
  - Review the content of the semester (1 week)
  - Final Exam (1/2 week)
- Learning Objectives:
  - Understand the following big ideas:
    - The content from each of the 3 units:
      - Music of Social Justice and Change
      - Half Steps and Accidentals
      - Music in Film
  - Complete the following tasks:
    - Review Games
    - Kahoot
    - Creating your own study guide
    - Final Exam
- Assessments:
  - Formative:
    - Students will be assessed for their level of understanding daily during their participation in the activities of the day and in the check-ins for understanding
  - Summative:
    - Students will be assessed on their knowledge of semester content with a final exam graded according to a rubric on a standard (A= 90 – 100%, B = 80 – 89%, etc.) scale.
- National Core Arts & Illinois Arts Learning Anchor Standards:
  - MU:Cr3.1.I Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria
  - MU:Pr:4.1.Ib: Demonstrate or analyze, using music reading skills, how compositional devices of musical works impact and inform prepared or improvised performances.
  - MU:Re7.1.I a. Apply teacher provided criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context
  - MU:Re8.1.Ia: Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research
  - MU:Cn11.1.Ia. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate