

UNIT 2 – HISTORY AND CULTURE

<p>Established Goals:</p> <p>By the end of this unit students will recognize how music has shaped the lives of people throughout history. They will be able to appreciate and understand a variety of historical musicians and styles.</p> <p>Students will be able to recognize the impact music has on culture</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout</p>	Transfer	
	<p>Students will be able to understand:</p> <p>How music impacts our lives.</p> <p>How music shapes history and culture.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • History and culture influence music. • Music is a universal language. • Music expresses human experiences and values. • Music expands understanding of the world, its people and one’s self. 	<p>What is the role of music in history and culture?</p> <ul style="list-style-type: none"> • How does music impact our life? • How does music shape history and culture? • How does a musician's life influence his/her music?
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will be able to</i>	<i>Students will be skilled at...</i>

<p>history.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>demonstrate accurate knowledge of history and culture through verbal and written responses and activities.</p>	<p>demonstrating accurate knowledge of history and culture through verbal and written responses and activities.</p>
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Vocabulary		Instruction and Pacing (suggested order to teach)	
Review vocabulary		<p>1. Invite students to join you in echoing rhythms.</p> <p>Clap various calls and have the students clap the responses.</p>	
		<p>2. Listen to <i>Day-O</i>. Identify the Call and Response.</p>	
		<p>3. Invite the students to create one movement to perform during the response and improvise individual movements during the call.</p>	
		<p>4. Stand in a circle. Have individuals move (in the center) during the calls and everyone else move during the responses.</p>	
		<p>5. Listen to Harry Belafonte's version of <i>Day-O</i>.</p>	

		6. Ask them to compare it to the one they already know.	
		7. Have the students learn the instrumental parts for <i>Day-O</i>	
		8. Invite students to choose one of the rhythm parts presented in the text.	
		9. To reinforce the call and response form of the song, have one player act as the leader (call) while the others play the response.	
		10. Observe the student's ability to accurately perform the rhythm parts while singing the song.	
		Next	
		1. Have the students listen to <i>Sing, Sing, Sing</i> .	
		2. Read about Ella Fitzgerald.	
		3. Identify the scat syllables in <i>Sing, Sing, Sing</i> .	
		4. Sing the scat syllables along with the recording of <i>Sing, Sing, Sing</i> .	
		5. Can you identify the repeated sections of <i>Sing, Sing, Sing</i> ?	
		6. Encourage all the students to learn the higher followed by the lower part of the refrain.	
		7. Have the students attempt the sing the refrain in two part harmony.	
		8. Divide the students into groups. Have them choose a song they know.	
		9. Experiment with melodic ornamentation and scat singing.	

		10. Present the performance to the class. Observe that the members of each group understand melodic ornamentation and scat singing.	
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Resources

1. District approved textbook
 2. CDs/Tapes/Videos/DVDs
 3. Instruments
 4. Computers/Technology

Technology will be integrated into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology within the music block. All students have opportunities to develop technology skills that support learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work. In becoming technologically proficient, students develop skills over time through integrated activities.

Any infusion of technology is contingent, but not limited, to the following: availability of technology, classroom logistics and administrative support.

Differentiation and Accommodations

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Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

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21st Century Skills

Creativity

Innovation

Performance Task

Students will learn about various composers and historical periods of music. They will also learn about the music of various cultures.

ASSESSMENTS

Formative Assessments:

1. Daily Class Participation
2. Daily Classroom Discussion
3. Selected Homework Assignments
4. Extended Class Participation
5. Performance Participation

Summative Assessments

1. Unit Test, Quizzes & Project

Other Evidence

- Students will observe other student performances.
 - Students will discuss peer performances.