

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
History of American Pop Music - ECE	Music	9-12	0.5

Course Description:

An introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance.

Aligned Core Resources:

American Popular Music - From Minstrelsy to MP3 6th Ed.
Larry Starr & Christopher Waterman with Brad Osborn

Oxford University Press

Connection to the [BPS Vision of the Graduate](#)

- Demonstrate Academic Knowledge and Skills**
CONTENT MASTERY
- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum
- CRITICAL THINKING AND PROBLEM SOLVING**
- Collect, assess and analyze relevant information
 - Transfer knowledge to other situations
- Successfully employ skills for self-sufficiency**
GOAL DIRECTED
- Set goals with tangible and intangible success criteria
 - Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Meaningfully Contribute to a Global Society**
GLOBAL AWARENESS
- Understand other nations and cultures including the use of Non-English language

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

None

 [History of American Popular Music - Equity Curri...](#)

Standard Matrix

District Learning Expectations and Standards	Early 20th Century Root Music (Late 19th Century-1945)	1920s-30s, TinPan Alley, Broadway	1940s-1960s	1960s - 1980s Chapter 10-13	1980s - today Chapter 13-15
Creating					
MU:Cr1.1 Generate and				x	

conceptualize artistic ideas and work.					
MU:Cr2.1 Organize and develop artistic ideas and work.					
MU:Cr3.1 Refine and complete artistic work.					
Performing					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.					
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.					
MU:Pr6.1 Convey meaning through the presentation of artistic work.					
Responding					
MU:Re7.1 Perceive and analyze artistic work.	x	x	x	x	x
MU:Re8.1 Interpret intent and meaning in artistic work.	x	x	x	x	x
MU:Re9.1 Apply criteria to evaluate artistic work.				x	x
Connecting					
MU:Cn10.0 Synthesize and relate knowledge and personal					

experiences to make art.					
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			x	x	x

Unit Links

Early 20th Century Root Music (Late 19th Century-1945)	3
1920s-30s, TinPan Alley, Broadway, Jazz in the 20s-30s, and Early Blues Music	5
1940s-1960s	8
1960s - 1980s Chapter 10-13	13
1980s - today Chapter 13-15	18

Unit Title:

Early 20th Century Root Music (Late 19th Century-1945)

Relevant Standards: Bold indicates priority

MU:Re7.2.C.1.a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re8.1.E.5.a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Enduring Understanding(s):

Re7.2.C How does understanding the structure and context of music inform a response?

Re7.2.C Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Re8.1.E: How do we discern the musical creators' and performers' expressive intent?

Re8.1.E: Through their use of elements and structures of music, creators and performers provide

	clues to their expressive intent.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> - Written Assessment - Aural Assessment 	5 Lessons
Family Overview (link below)	Integration of Technology:
In this unit, students will learn the roots of 20th Century American music from early folk music and the influence of immigration on the development of “American” music.	<i>Listening Playlists, Google Classroom, Google Slides</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Minstrel Show Strophes Ragtime Waltz	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> - History <ul style="list-style-type: none"> - Early American culture around the 1900s 	<ul style="list-style-type: none"> - Where early American Music comes from and the different types of music that were around in the early 1900s
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> - This is the First Unit in the class. Most students have little prior knowledge of early American music in the 1900s 	<ul style="list-style-type: none"> - This unit shows the early music influence for later years. - Students will have a base for understanding how music evolved in the later decades.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.3 Represent a diversity of perspectives and identities in authentic ways</p> <p>Language & Symbols 2.5 Illustrate through multiple media</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and communication</p>	<ul style="list-style-type: none"> ● Attend to the ways in which people and cultures are being portrayed ● Present key concepts beyond representation via text with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative). ● Use spell checkers, grammar checkers, word-prediction software. ● Use speech-to-text software (voice recognition), human dictation, recording.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:

<p>9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning evidence</p>		<ul style="list-style-type: none"> - Identify a few key words and phrases in oral communications and simple and oral and written tasks. - verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 (2 classes)	<p>I can identify characteristics of Early American Songs</p> <p>I can define the style of Ragtime through its musical characteristics</p>	<ul style="list-style-type: none"> - Identify the musical form of Early American songs - Identify the musical form of Ragtime - Explain what minstrel shows were - Identify Ragtime music by listening and how the music was put together <p>Assessments:</p> <ul style="list-style-type: none"> - Quiz on Early American Music: Terms and Key Historical Figures. 	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

Unit Title:	
<h2>1920s-30s, TinPan Alley, Broadway, Jazz in the 20s-30s, and Early Blues Music</h2>	
Relevant Standards: Bold indicates priority	
<p>MU:Re7.2.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</p> <p>MU:Re8.1.C.IIa - Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Re7.2.C: How does understanding the structure and context of music inform a response?</p> <p>Re8.1.C: How do we discern the musical creators' and performers' expressive intent?</p>	<p>Re7.2.C: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Re8.1.C: Through their use of elements and structures</p>

	of music, creators and performers provide clues to their expressive intent.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> - Written Assessment - Aural Assessment - Project Presentation 	3 Lessons
Family Overview (link below)	Integration of Technology:
In this unit Students will learn about the prolific era of Tin Pan Alley and its close association with the development of Broadway.	<i>Listening Playlists, Google Classroom, Google Slides</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Tin Pan Alley Vaudeville crooning microphone radio bridge refrain standards verse major Minor bar (measure) blue notes blues classic blues country blues gospel music hillbilly music race music tonic 12 bar blues Scat singing Big Bands Jukeboxes Territory bands Boogie-woogie Mariachi Western Swing Independent Record Labels Soli Indies Swing</p>	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> - History <ul style="list-style-type: none"> - The Great Depression - Harlem Renaissance 	<ul style="list-style-type: none"> - The role early blues music and country music had in the development of modern music. - Country and Blues music have no connection with each other - Blues is Jazz music

Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> - Ragtime and Early American Music directly influenced the emergence of Jazz and Blues/Country Music 		<ul style="list-style-type: none"> - Jazz will continue to evolve after the 1940s and Blues will directly influence the creation of R&B/Rock and Roll 	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.3 Represent a diversity of perspectives and identities in authentic ways</p> <p>Language & Symbols 2.5 Illustrate through multiple media</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and communication</p>		<ul style="list-style-type: none"> • Attend to the ways in which people and cultures are being portrayed • Present key concepts beyond representation via text with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative). • Use spell checkers, grammar checkers, word-prediction software. • Use speech-to-text software (voice recognition), human dictation, recording. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning evidence</p>		<ul style="list-style-type: none"> - Identify a few key words and phrases in oral communications and simple and oral and written tasks. - verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 (2 Classes) * Tin Pan Alley * Broadway *	I can identify the purpose of Tin Pan Alley and its connection to early American Music I can identify the characteristics of Broadway music in the 1920s	<ul style="list-style-type: none"> - Name the location of Tin Pan Alley - Identify what took place in Tin Pan Alley - Identify how it shaped 	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

(1920s-30s)	I can understand the culture surrounding Tin Pan Alley and Broadway in the 1920s-1930s	early American Music - Identify the characteristics of Broadway music in 1920s Assessment: Quiz - Students can describe and define Tin Pan Alley and Broadway.	
2 (2 Classes) * Race Records * Early Blues Music * Hillbilly Records * Early Country Music	I can identify the musical characteristics of Early Blues/Country Music	I can... - Break down the form of early Blues music - Understand the song content of Early Blues Music - Repeat for "Country Music" Assessment: Quiz - Identify the form of a blues song/country song	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
3 (2 Classes * Jazz in the 20s and 30s * Swing during the Great Depression)	I can label the style of music that influenced Jazz in the 20s and 30s I can identify how Swing music was prevalent through the Great Depression I can identify the culture surrounding Swing music	I can... - Identify music examples and characteristics of Jazz music in the 1920s-1930s - Identify how the Great Depression related to Swing music - Identify the events that led up to the creation of Swing music Assessment: Quiz - Define and describe "Jazz" music. Identify different styles of jazz music and where they came from in the US. Unit Test: - Cover each topic in the lesson sequence - Understand the historical movements that surrounded music innovations in the early 1900s	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

Unit Title:

1940s-1960s

Relevant Standards: Bold indicates priority

MU:Re7.2.E.5.a - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

MU:Re8.1.C.II.a - Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

MU:Cn11.0.C.II.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question(s):

Re7.2.E- How does understanding the structure of the music influence a response?

Re8.1.C How do individuals choose music to experience?

Cn11.0.C How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding(s):

Re7.2.E- Response to music is informed by analyzing context (social, cultural and historic) and how creators and performers manipulate the elements of music.

Re8.1.C Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Cn11.0.C Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Demonstration of Learning:

- Written Assessment
- Aural Assessment
- Project Presentation

Pacing for Unit

9 Lessons

Family Overview (link below)

In this unit, students will identify the development of swing and jazz and its influence and reflection of society.

Integration of Technology:

Listening Playlists, Google Classroom, Google Slides

Unit-specific Vocabulary:

Big Bands
Top 40 radio programming
honky tonk music
Jump Blues
Magnetic Tape Recording
vocal harmony groups
distortion
melisma

Aligned Unit Materials, Resources, and Technology (beyond core resources):

American Popular Music, Larry Starr,
Christopher Waterman with Brad Osborn

<p>Chicago Electric Blues Distortion Feedback Big Bands Top 40 radio programming honky tonk music Jump Blues Magnetic Tape Recording vocal harmony groups distortion melisma Chicago Electric Blues Distortion Feedback bluegrass music, Chicago electric blues, country and western, cover version, distortion, feedback, honky-tonk music, jump blues, magnetic tape recording, melisma, payola, rhythm and blues, vocal harmony groups Brill Building, bugalu, cadence, concept album, counterpoint, Latin soul double-tracking, reverb, rockabilly, rock 'n' roll, slap-back</p>	
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> - History <ul style="list-style-type: none"> - World War II - Civil Rights Movement 	<ul style="list-style-type: none"> - Women did not play a prominent role in Big Bands during WW2 - Elvis invented Rock and Roll - Motown did not have a big impact on the African American Community
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<ul style="list-style-type: none"> - Jazz influence on the development of popular music during this time period 	<ul style="list-style-type: none"> - The creation of more subgenres of music - The development of media and music - Musical Icons, Bands, and Artists becoming central figures in pop culture - Pop culture helped create MTV
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>Perception 1.3 Represent a diversity of perspectives and identities in authentic ways</p> <p>Language & Symbols 2.5 Illustrate through multiple media</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and communication</p>	<ul style="list-style-type: none"> • Attend to the ways in which people and cultures are being portrayed • Present key concepts beyond representation via text with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative). • Use spell checkers, grammar checkers, word-prediction software. Use speech-to-text software (voice recognition), human dictation, recording.

Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning evidence		<ul style="list-style-type: none"> - Identify a few key words and phrases in oral communications and simple and oral and written tasks. - verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 (1 Class) * Big Band Singers (1940s) * Frank Sinatra	I can identify characteristics of Big Band Music I can identify artists of the Big Band Era	I can... * name the instrumentation of Big Bands * discuss the more structured arrangements of Big Band Music * Name the prominent names associated with Big Bands Assessment: - Naming big band leaders and famous tunes by each big band. Describe the characteristics of Big Band music and compare them to the previous Jazz era	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
2 (1 Class) Postwar era, R&B, Louis Jordan, Muddy Waters	I can identify societal influences of the Postwar era on music I can identify characteristics of Rhythm and Blues music I can identify artists of Rhythm and Blues	I can... * discuss the historical events that shaped the Postwar era of music. * name the characteristics of the R&B music * name prominent artists of R&B music Assessment: Quiz - Naming the different styles of music that became popular in the Postwar era. Famous music artists from each style.	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
3 (1 Class) * Women in Postwar Era * R & B	I can identify female musicians of the Postwar era Rhythm and Blues I can identify the musical characteristics of Country and Western Music	I can... * discuss the prominent female musicians of the postwar period and their	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

<p>* Country and Western</p>		<p>contributions. * discuss the structure and instrumentation of Country and Western Music Assessment: Quiz - Describe and Define Country Music and identify key musical artists.</p>	
<p>4 (2 Classes) * Early Rock and Roll * Chuck Berry * Little Richard</p>	<p>I can identify characteristics of early Rock and Roll music I can describe the influences and events that led to the invention of Rock and Roll I can identify artists of Early Rock and Roll</p>	<p>I can... * identify the structure and instrumentation of early Rock and Roll music * Identify the influential musicians of early Rock and Roll and their contributions to the genre Assessment: Quiz - Define the characteristics of Rock and Roll Music.</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>5 (1 Class) * Early Rock and Roll * Elvis Presley</p>	<p>I can identify characteristics of early Rock and Roll music I can identify artists of Early Rock and Roll</p>	<p>I can... * identify the structure and instrumentation of early Rock and Roll music * Identify the influential musicians of early Rock and Roll and their contributions to the genre Assessment: Project: Research project on one of the founding figures of Rock and Roll music and present them to the class (1-2 Classes).</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>6 (1 Class) * The Producers as Artists * Phil Spector</p>	<p>I can identify the characteristics related to the Artist/Producer I can identify producer/artists</p>	<p>* discuss the role of the Artist/Producer in the development of music. * discuss the influential Artist/Producers of the era and their contributions to music. Assessment:</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>7 (1 Class) *Berry Gordy * Motown</p>	<p>I can identify the characteristic traits of Motown music I can identify the societal influences that led to Motown Music I can identify artists associated with Motown music</p>	<p>* discuss the typical structure and themes of Motown music * I can discuss the cultural events that led to the development of the Motown sound. * I can discuss prominent figures in the creation and development of Motown</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>

		Assessment: Quiz - Musical Traits of Motown Music, Historical Importance of Motown. Music Artists	
8 (1 Class) * From Imitation to Experimentation * The Beach Boys	I can identify the cultural influences on music of the 60s I can identify artists involved in the experimentation.	* discuss the events of the time that drove the era of experimentation. * discuss the influential artists that experimented with music of the time Assessment:	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
9 (2 Classes) * The Beatles The British Invasion	I can identify the influences that led to the British Invasion I can identify artists that sparked the British Invasion	* discuss the movement that introduced Blues music to the England * discuss the British influence that they brought to America * discuss the influential musicians that sparked the British Invasion * identify the results of the British influence on Blues and other genres of music. Quiz - Cultural events surrounding the British invasion, bands included in this movement, and musical characteristics	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
		Unit Test - Post War Music - Evolution of music from Jazz to Rock/Motown	

Unit Title:

1960s - 1980s Chapter 10-13

Relevant Standards: Bold indicates priority

MU:Re7.1.E.8.a - Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re7.2.E.1a - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

MU:Re8.1.E.8.a - Identify and support interpretations of the expressive intent and meaning of musical works,

citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

MU:Re9.1.E.8.a - Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

MU:Cn11.0.E.5.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.C.II.a - Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.

MU:Cr1.1.T.II.a - Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

Essential Question(s):	Enduring Understanding(s):
<p>Re7.1.E - How do individuals choose music to experience?</p> <p>Re7.2.E - How does understanding the structure and context of the music influence a response?</p> <p>Re8.1.E - How do we discern the musical creators' and performers' expressive intent?</p> <p>Re9.1.E - How do we judge the quality of musical work(s) and performance(s)?</p> <p>Cn11.0.E - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>Cr1.1.C - How do musicians generate creative ideas?</p> <p>Cr1.1.T - How do musicians generate creative ideas?</p>	<p>Re7.1.E - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Re7.2.E - Response to music is informed by analyzing context (social, cultural and historic) and how creators and performers manipulate the elements of music.</p> <p>Re8.1.E - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Re9.1.E - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Cn11.0.E - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Cr1.1.C - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr1.1.T - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> - Written Assessment - Aural Assessment - Project Presentation 	7 Lessons

Family Overview (link below)	Integration of Technology:
In this unit, students will learn about the development of rock and roll and the spin off genres that were popular in the 1960s - 1980s.	<i>Listening Playlists, Google Classroom, Google Slides</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>counterculture, countrypolitan, sampled, soul music disco, funk, jazz rock, overdubbing, soft rock, Southern rock, synthesizers</p> <p>funk music, garage band, hip-hop culture, new wave, progressive country, punk rock, reggae, rock steady, salsa, ska</p> <p>funk music, garage band, hip-hop culture, new wave, progressive country, punk rock, reggae, rock steady, salsa, ska</p> <p>analog recording, digital recording, drum machines, MTV, samplers, sequences, synth-pop</p>	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> - History <ul style="list-style-type: none"> - Development of technology, media, and electronics 	<ul style="list-style-type: none"> - Jazz and rock music are completely separate from each other - Disco music was not popular
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> - Rock and Roll bringing musical artists into the mainstream media - Musicians becoming a big part of pop culture 	<ul style="list-style-type: none"> - Mass consumption of music videos - Growth of the image of musicians image - The use of electronic instruments becomes more prominent in modern music
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.3 Represent a diversity of perspectives and identities in authentic ways</p> <p>Language & Symbols 2.5 Illustrate through multiple media</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition,</p>	<ul style="list-style-type: none"> ● Attend to the ways in which people and cultures are being portrayed ● Present key concepts beyond representation via text with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative). ● Use spell checkers, grammar checkers, word-prediction software. Use speech-to-text

and communication	software (voice recognition), human dictation, recording.
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Supporting Multilingual/English Learners

Related CELP standards:

9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning evidence

Learning Targets:

- Identify a few key words and phrases in oral communications and simple and oral and written tasks.
- verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 (2 Classes) * Soul; James Brown, Aretha Franklin	I can identify the cultural surroundings of Soul music I can define Soul music as a genre and its musical characteristics I can identify key figures in Soul Music	I can... - Identify the characteristics of Soul music - Identify the key musical figures in Soul music (Specific examples) - Explain the culture surrounding Soul music and how it led to the creation of the music genre Assessment: Quiz - Musical characteristics of soul music and key musical artists.	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
2 (1 Class) * Urban Folk * Bob Dylan	I can define the style of Urban Folk I can understand the culture of Urban Folk Music I can identify key musical figures in Folk Music	I can... - Name the musical characteristics of Folk music - Name the locations where Folk music thrived and became popular - Name the key musical figures in Urban Folk music Assessment: Quiz - Define and Name Urban Folk music and artists.	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
3 (1 Class) * Psychedelic Rock	I can understand the characteristics of Psychedelic Rock I can define the culture surrounding this genre of Rock music	- Define the term Psychedelic Rock - Identify the characteristics of	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

* Hendrix	I can identify the key figures surrounding Rock music during this time period	Psychedelic Rock - Name the cultural movements surrounding this genre of rock - Name key musical figures and specific music examples Assessment: Quiz - Define characteristics of Psychedelic Rock and compare to previous styles of Rock music.	
4 (1 Class) * 1970s rock * concept albums	I can define the characteristics of 1970s rock music I can provide examples of rock concept albums I can explain the meaning behind a "concept album"	I can... - Breakdown the form and instruments used in 1970s rock - Name key musical artists and music examples of 1970s rock - Name major concept albums and describe what the term "Concept Album" means Project: Create a Concept Album (Integrate Technology into)	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
5 (2 Classes) * 1970s Disco, Funk	I can identify the characteristics of the 1970s Disco and Funk music movement	- Name specific characteristics of Disco and Funk music - Identify key artists and musical instruments used in these genres of music Assessment: Quiz - Key Musical artists of Funk and Disco Music	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
6 (1 Class) * Salsa, Punk, New Wave	I can identify the musical characteristics of Salsa, Punk, and New Wave I can connect the culture of American society with Salsa, Punk, and New Wave music	- Name specific examples of Salsa, Punk, and New Wave Music - Identify the instruments used for each style of music and the region where this music became popular Assessment: Quiz - Define the musical characteristics of Salsa, Punk, and New Wave Music and key musical artists.	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
7 (2 Classes) * The 1980s: Digital	I can understand the impact that MTV technology had on the music culture of the 1980s	I can... - Explain what MTV was and how it used music	American Popular Music, Larry Starr, Christopher Waterman with Brad

technology MTV		through the 1980s - Name musical artists featured on MTV and explain how they became popular/successful Assessment: Quiz - Explain how MTV was created. Describe the culture surrounding its creation and the impact it had on music in the 1980s	Osborn
		Unit Test or Project - Deeper dive into the music genres created during this time period - Funk, Disco, 70s Rock/Psychedelic Rock, Folk, Punk, New Wave, Salsa	

Unit Title:

1980s - today Chapter 13-15

Relevant Standards: Bold indicates priority

MU:Re8.1.C.II.a - Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

MU:Re9.1.E.II.a - Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

MU:Cn11.0.E.II.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Question(s):

Re8.1.C - How do we discern the musical creators' and performers' expressive intent?

Re9.1.E - How do we judge the quality of musical work(s) and performance(s)?

Cn11.0.E - How do the other arts, other disciplines, contexts, and daily life inform creating, performing,

Enduring Understanding(s):

Re8.1.C - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Re9.1.E - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Cn11.0.E - Understanding connections to varied contexts and daily life enhances musicians' creating,

and responding to music?	performing, and responding.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> - Written Assessment - Aural Assessment - Project Presentation 	8 Lessons
Family Overview (link below)	Integration of Technology:
In this unit, students will learn about modern American music and the advances in recording and sharing technologies. Students will explore the cultural elements that led to some of the pop and alternative music genres of the late 20th century to today.	<i>Listening Playlists, Google Classroom, Google Slides</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>analog recording, digital recording, drum machines, MTV, samplers, sequences, synth-pop</p> <p>alternative music, electronic dance music, gangsta rap, grunge, hardcore, house music, mashup, raves, riot grrrl, techno, world music</p> <p>Auto-Tune, emo, emo rap, garage rock revival, iPod, iTunes, MP3, MP4, Napster, Pandora, Pro Tools, Recording Industry Association of America, Spotify, streaming, Tidal, vocoder, YouTube</p>	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> - History 	<ul style="list-style-type: none"> - MTV is for reality shows and regular TV programming
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> - Influence of R&B, Motown, and Soul in the creation of Hip-Hop - Advances and experimentation in music technology/equipment 	
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
<p>Perception 1.3 Represent a diversity of perspectives and identities in authentic ways</p> <p>Language & Symbols 2.5 Illustrate through multiple media</p> <p>Expression and Communication 5.2 Use multiple tools for construction, composition, and communication</p>	<ul style="list-style-type: none"> ● Attend to the ways in which people and cultures are being portrayed ● Present key concepts beyond representation via text with another or multiple formats (e.g., an illustration, dance/movement, diagram, table, model, video, comic strip, storyboard, photograph, animation, or physical or virtual manipulative). ● Use spell checkers, grammar checkers, word-prediction software. Use speech-to-text software (voice recognition), human dictation,

recording.

Supporting Multilingual/English Learners

Related CELP standards:

9-12.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning evidence

Learning Targets:

- Identify a few key words and phrases in oral communications and simple and oral and written tasks.
- verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 (2 Classes) * 1980s Albums * Pop stars * Michael Jackson	I can identify characteristics of 1980s music I can identify pop stars of the 1980s	- Identify the instruments used in 1980s pop music - Name musical groups and artists that were popular in the 1980s - Define what "Pop" means in music - Provide specific examples of "pop" music and explain how it became popular	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
2 (1 Class) * 1980s Pop stars * Madonna * Prince	I can identify characteristics of 1980s music I can identify pop stars of the 1980s	I can... - Identify the instruments used in 1980s pop music - Name musical groups and artists that were popular in the 1980s - Define what "Pop" means in music - Provide specific examples of "pop" music and explain how it became popular Assessment: Quiz - Define Pop Music and name the musical artists associated with the genre	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
3 (1 Class) * Early hip hop	I can identify the cultural influences that led to early Hip Hop music I can identify artists of early Hip Hop music	I can... - Identify the instruments used in 1980s pop music - Name musical groups and artists that were popular in the 1980s - Define what "Pop" means	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn

		<p>in music</p> <ul style="list-style-type: none"> - Provide specific examples of "pop" music and explain how it became popular 	
<p>4 (2 Classes)</p> <ul style="list-style-type: none"> * Hip Hop Breaks Out (1980s) 	<p>I can identify the cultural influences that led to Hip Hop music</p> <p>I can identify artists of Hip Hop music</p>	<p>I can...</p> <ul style="list-style-type: none"> - Identify the musical characteristics of Hip Hop Music - Explain where/how Hip Hop music became popular - Name specific Hip Hop artists in the 1980s <p>Assessment:</p> <p>Quiz - Describe the culture surrounding Hip-Hop, Origins of Hip-Hop, and name key musical artists of Hip-Hop.</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>5 (2 Classes)</p> <ul style="list-style-type: none"> * Gangsta Rap in the 1990s * Queen Latifah's response * Hip Hop in the New Millennium 	<p>I can identify cultural influences that led to Gangsta Rap</p> <p>I can identify artists of Hip Hop in the 21st Century</p>	<p>I can...</p> <ul style="list-style-type: none"> - Explain how Rap was discovered in used in American culture - Name modern music examples of Hip Hop/Rap music <p>Project - Comparing modern Hip-Hop/Rap music to classic Hip-Hop Music. How has it changed/evolved?</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>6 (1 Class)</p> <ul style="list-style-type: none"> * Techno * Alternative Rock * Grunge 	<p>I can identify various forms of Alternative Rock genres</p> <p>I can identify the cultural influences on Alternative rock</p>	<p>I can...</p> <ul style="list-style-type: none"> - Define what "alternative rock" means - Identify the musical qualities of alternative rock - Name specific alternative rock groups <p>Assessment:</p> <p>Quiz - Describe Alternative Rock and give a musical example of Alternative Rock</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>
<p>7 (1 Class)</p> <ul style="list-style-type: none"> * Alternative Women's Voices * 21st Century Divas 	<p>I can identify female artists of 21st Century Alternative Rock Music</p> <p>I can identify the traits of 21st Century Alternative music</p>	<p>I can...</p> <ul style="list-style-type: none"> - Name key women musical figures of the 21st century and explain their importance. <p>Assessment:</p>	<p>American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn</p>

8 (2 Classes) * Trends in the Internet Age	I can identify various trends associated with the development of music in the internet and digital age.	I can... Identify all of the modern technologies used to create, record, produce, and stream music in today's society.	American Popular Music, Larry Starr, Christopher Waterman with Brad Osborn
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