Music of the United States

Grade 8

ABSTRACT

Students in Music of the United States investigate the development of musical genres that are purely American. Topics include blues, jazz, Broadway, spirituals, rock and roll, and contemporary music. The influence of historical events and societal trends are studied as students identify the role of music in the culture of the United States. Technological advances affecting musicians and their work are explored and technology applications are utilized by students to present their findings during this exploratory course that meets on a rotational basis as part of the grade eight exploratory curriculum.

Adopted by the Somerville Board of Education on July 25, 2017
**Music of the United States – Grade 8**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-5</th>
<th>Days 6-10</th>
<th>Days 11-15</th>
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**Essential Question:**
- Days 1-5: What is considered the vision of freedom conceived by our founding fathers?
- Days 6-10: In what ways does music represent a nation's ideals?
- Days 11-15: How are composers influenced by the events that surround them?

**Content:**
- Freedom of Expression
- Folk Music and the European Influence
- Early American Composers

**Skills and Topics:**
- Days 1-5:
  - Review the discovery of the New World
  - Recall the events leading to and during the American Revolution
  - Assess the key components of the revolutionary government
  - Analyze the ideals of the founding fathers
  - Compare and contrast the concept of freedom of expression during the colonial period and present-day United States
  - Utilize technology to explore musical styles and genres of the colonial period
  - Reflect on learning in a personal journal entry

- Days 6-10:
  - Recount the musical and cultural traditions of Europe
  - Differentiate among folk music of various nations
  - Investigate the lives and careers of iconic composers (e.g., Antonin Dvorak)
  - Create a timeline of an iconic composer’s life, including corresponding events in United States history
  - Identify and describe key elements of the compositions of an iconic composer
  - Assess personal preferences in a reflective journal entry

- Days 11-15:
  - Investigate the lives and careers of composers (e.g., Scott Joplin, John Phillip Sousa)
  - Analyze the prevalent elements of marches and ragtime music
  - Determine the cultural and historical events in American history at the time of the composition of sample marches and ragtime music
  - Compare and contrast marches and ragtime music
  - Collaborate to present findings to class
  - Assess marches and ragtime music in a reflective personal journal entry

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, multimedia presentations, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities

**Formative Assessments:**
- Oral presentations, teacher observations, peer assessment, journal entries

**Summative Assessments:**
- Quizzes, tests, multimedia presentations

**Performance Assessments:**
- Oral presentations, multimedia presentations
## Interdisciplinary Connections:

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### 21st Century Themes:
- [x] Global Awareness
- [x] Civic Literacy
- [ ] Financial, Economic, Business, and Entrepreneurial Literacy
- [x] Health Literacy

### 21st Century Skills:
- [x] Creativity and Innovation
- [x] Media Literacy
- [x] Critical Thinking and Problem Solving
- [x] Life and Career Skills
- [x] Information and Communication Technologies Literacy
- [x] Communication and Collaboration
- [x] Information Literacy

### Resources:
- Teacher-created materials, piano, musical performance, videos, CDs, recordings

### Careers:
Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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*2016 NJSLS:

- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data
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<td>In what ways are musical genres mutually complementary?</td>
<td>How can music be used to enhance storytelling?</td>
<td>How does knowing about the past contribute to improved musicianship?</td>
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<td>Content</td>
<td>Blues and Jazz</td>
<td>Broadway</td>
<td>Contemporary Music</td>
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<td>Skills and Topics:</td>
<td>• identify the characteristics of blues music</td>
<td>• utilize technology to conduct research of the history of Broadway</td>
<td>• differentiate among social trends and musical influences of the decades from 1960 to the present</td>
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<td>• compare and contrast blues music with previously-studied compositions</td>
<td>• create a timeline of significant events in the development of Broadway entertainment</td>
<td>• analyze the current trends in music and society</td>
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<td>• assess the blues chord sequence</td>
<td>• analyze common elements of iconic Broadway shows (e.g., book, music and lyrics, setting)</td>
<td>• determine the effect of new technologies on musical composition and performance</td>
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<td>• identify the use of the blues chord sequence in sample compositions</td>
<td>• differentiate among musical genres represented in Broadway shows</td>
<td>• assess the contributions to music and popular culture of various current artists</td>
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<td>• differentiate between blues and jazz</td>
<td>• utilize technology to conduct research of iconic Broadway composers</td>
<td>• synthesize previous study in written form in a reflective journal entry</td>
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<td>• utilize technology to conduct research of the lives and work of jazz musicians</td>
<td>• reflect on research in written and oral forms</td>
<td>• utilize technology to present research findings in a multimedia presentation</td>
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