# Unit 2: Music Around the World
## General Music
13 Class Meetings

Created August 2020

## Essential Questions
- How does culture affect music?

## Enduring Understandings with Unit Goals

**EU 1:** Culture directly influences music style.
- Examine music from various cultures
- Compare differences in the musical elements of multiple cultures
- Relate how various cultures influence Western popular music.

**EU 2:** Music is a universal language.
- Assess how musical elements transcend different cultures.
- Analyze how music is used as a form of communication.

## Standards

**Common Core State Standards:**

- **MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.
- **MU:Re8.1.7a** Describe a personal interpretation of contrasting works and explain how creators’ and performers’ application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.
- **MU:Re7.2.6b** Identify the context of music from a variety of genres, cultures, and historical periods.
- **MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

## ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.
**Competency 2:** Speak to diverse audiences in an accountable manner.
**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.
**Competency 4:** Analyze and solve problems independently and collaboratively.
**Competency 5:** Be responsible, creative, and empathetic members of the community.
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**General Music**

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## Unit Content Overview

<table>
<thead>
<tr>
<th>1. Musical Cultures</th>
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<tbody>
<tr>
<td>• Examine how music influences an individual’s emotions</td>
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<tr>
<td>• Relate to music on a personal level</td>
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<tr>
<td>• Create a playlist of music with different moods</td>
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<th>2. Universal Language</th>
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<td>• Describe the function of the elements</td>
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<td>• Analyze the elements through active listening</td>
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<tr>
<td>• Examine how the elements effect emotion and mood</td>
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<td>• Interpret composer intent through use of musical elements</td>
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<td>• Compare and contrast two pieces of music</td>
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**Interdisciplinary Connection:**

• Dance, Social Studies, ELA

## Daily Learning Objectives with Do Now Activities
Unit 2: Music Around the World
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13 Class Meetings

Students will be able to...

• Determine how music can be representative of a specific culture.
• Examine the function versus the use of music in ritual.
• Analyze how traditional Indian culture and instrumentation is used in Western popular music.
• Demonstrate understanding of the pentatonic scale and how it is used in Eastern music.
• Demonstrate the understanding of “call and response” through performance of voice and/or body percussion.***
• Build and play an instrument from recycled material.
• Compare and contrast various elements of popular music in different cultures.
• Explain how rhythmic patterns can define the identity of a culture through dance.
• Research various popular songs for final project.
• Edit and revise playlist and descriptions for final project.
• Create a playlist of five popular songs that have roots in different cultures.

Instructional Strategies/Differentiated Instruction

● Video lecture with notes
● Independent problem-solving
● Peer review
● Online blogging
● Student performance
● Written/verbal Feedback
● Conferencing
● Cross-curricular problem solving (independent and collaborative)
● Accountable Talk
● Homework

Assessments
Unit 2: Music Around the World
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<table>
<thead>
<tr>
<th>FORMATIVE ASSESSMENTS:</th>
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<tbody>
<tr>
<td>● Exit Slips</td>
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<td>● Accountable Talk Discussions (through blog)</td>
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<td>● Homework</td>
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<th>SUMMATIVE ASSESSMENTS:</th>
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<tr>
<td>● World Music Playlist Project</td>
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<td>● Classroom Quizzes</td>
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**Unit Task**

**Unit Task Name:** World Music Playlist- Performance Task

**Description:** Students will create a playlist of five songs from popular American culture that are influenced by musical cultures outside of the United States. The playlist must have at least three examples that are from the five cultural groups: Oceania, Asia, Africa, Caribbean and Central/South America (EU1). Student will describe how each song is connected to a different culture (EU2).

**Evaluations:** Summative Assessment and Future Rubric in 2021-2022 school year

**Unit Resources**

- Flipped Google Classroom Videos
- Worksheets
- Laptops
- Supplemental videos or clips (YouTube)
- Google Forms
- Recycled Materials