

DELAWARE VALLEY SCHOOL DISTRICT
PLANNED INSTRUCTION

A PLANNED COURSE FOR:

General Music

Curriculum Writing Committee: Laura Curchoe, Tina Reece

Grade Level: 8

Date of Board Approval: 2021

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Folders/ Listening Logs	15%
Projects	15%
Behavior/ In Class Participation	20%
Homework/ In Class Work	20%
Tests/ Quizzes	30%

Curriculum Map

Overview with time range in days: 45 Days

Students will begin with a quick review of the major events, composers, and techniques of the music of the early 1900's, as introduced in their 7th grade general music class. They will then progress from the end of World War 1 through the modern music of the 2000's, identifying both the technical and expressive qualities in various pieces, as well as comparing and contrasting works of differing eras. A review of basic music elements and notation will be incorporated and advanced throughout the course to ensure that students have a strong understanding. Several composition projects will help to reinforce and expand upon the material. Students also continue their study of the guitar, which began in 7th grade, with additional chords and more difficult sheet music.

Goals - Understanding of:

- Proper music notation
- Music elements
- Cultural and historical applications of various time periods in American history
- More advanced composition techniques
- Proper rehearsal and performance techniques and criteria
- More advanced melodic and harmonic phrases
- Form
- Genres of various time periods
- Relationship between the arts and other disciplines
- Interpretation and expression in music
- Critical Analysis
- Applicable vocabulary
- More advanced guitar skills

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Big Idea #1: Artists use tools and resources as well as their own experiences and skills to create art.

Big Idea #2: Humans have expressed experiences and ideas through the arts throughout time

Big Idea #3: There are formal and informal processes used to assess the quality of works in the arts.

Big Idea #4: People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Textbook and Supplemental Resources:

- Audio or Video Examples
- Project Worksheets
- Instruments
- Jazz song folders
- Xylophones
- Chromebooks
- Google Chrome Music Lab
- Project Worksheets
- Microphone and Laptops/Computer for Recording
- Guitars
- 8th Grade Guitar Binders
- Practice

Curriculum Plan

Unit 1: The Music of the Early 1900's: Part Two

Time Range in Days: 5

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C;
9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D;
9.3.8.E;
9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

Anchor(s): **DELAWARE VALLEY SCHOOL DISTRICT**

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8; MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the Post World War 1 era through World War 2.

Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, and the impact of the arts on daily life.

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)
- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the early 1900's in North America. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- ***Review of Prior Knowledge***
 - Review of written notation
 - Review of music elements
 - Review of note names
 - Review of music vocabulary words
- ***Introduction of New Concepts***
 - Discussion about the American Civil War and its impact on music
 - Introduction of the roots of popular music (Spirituals and Blues)
 - Introduction of Post WW1 life, including new inventions and rise of dance clubs (Foxtrot/Charleston)
 - Introduction of syncopation and its use in ragtime music
 - Introduction of jazz, including area of origin, sections in a jazz piece, jazz vocabulary words, and major artists
 - Discussion/demonstration of the origin of country music
 - Discussion/demonstration of swing/big band music and the Great Depression

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- **Demonstration and Practice**
 - Analyze the musical elements of American music in the early 1900's, with corresponding music vocabulary, using audio/visual examples.
 - 12 Bar Blues Practice
 - Students practice playing the 12 Bar Blues as a class on resonator bells, then add soloists who demonstrate improvising
 - Students create lyrics to the class blues song
 - Teacher can create 12 Bar Blues line in Google Chrome Music Lab and share with students. Students can create improvised solo lines over the base line to share back to the teacher. Teacher can then play the music for the class to hear.
 - DEAL active listening assignments
- **Execution**
 - *Parts of a Jazz Song*
 - Students sight read, learn, and perform each individual part of a jazz song, then slowly layer it together into one piece played as an entire group
 - Students take turns soloing and improvising
 - *Create Your Own Improvised Jazz Solo*
 - Students use a bass line established by the teacher in Chrome Music Lab, and create their own improvised melody online to share with the class
 - *Country Song*
 - Students work as a group to create lyrics about everyday life, using “homemade instruments” (various non-instrument items) from around the room

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Written Test

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Unit 2: The 1950's

Time Range in Days: 10

Standards:

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C;
9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D;
9.3.8.E;
9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

Anchor(s):

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8;
MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the 1950's. Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, as well as the impact of the arts on daily life, and demonstrate their knowledge in a culminating radio show project.

Objectives:

- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will investigate the history and culture of the 1950's. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- ***Review of Prior Knowledge***
 - Review of historical events of the 1950's (from Social Studies) including segregation and racism
- ***Introduction of New Concepts***
 - Introduction of the basis of rock and roll music, rhythm and blues (Big Joe Turner)

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- Introduction of early pioneers of rock and roll, including Little Richard, Chuck Berry, Bill Haley and his Comets (Rock Around the Clock), Elvis Presley, and Buddy Holly
- Discussion regarding the struggle of early African American artists, including the practice of white artists re-recording their songs
- Introduction of the impact of radio on popular music, including Alan Freed (playing R&B artists on a pop station) and the invention of the transistor radio
- **Demonstration and Practice**
 - Analyze the musical elements of 1950's music, with corresponding music vocabulary, using audio/visual examples.
 - Analyze the "War of the Worlds" broadcast (Recording techniques and controversy surrounding the event)
- **Execution**
 - *Radio Show Project*
 - Students work as a group to research a 1950's news event, choose a song clip, and perform an excerpt from a novel (in the style of the "War of the Worlds" broadcast)
 - Students will create a radio show, with transitions between each section
 - Students rehearse their shows, using self-assessments and a rubric to guide their daily practice
 - Students perform/record their radio shows on the computer and present the final version to the class

Assessments:

- Radio Show Project
- Self/Group Assessments
- Written 50's Quiz

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

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Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubric

Unit 3: The 1960's and 1970's

Time Range in Days: 10

Standards:

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C;
9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D;
9.3.8.E;
9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

Anchor(s):

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8;
MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the 1960's and 1970's. Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, as well as the impact of the arts on daily life, and demonstrate their knowledge through a culminating lyrics project.

Objectives:

- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate the lyrics shift between the 1960's and 1970's. (DOK Level 4)
- Students will investigate the history and culture of the 1960's and 1970's. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods: DELAWARE VALLEY SCHOOL DISTRICT

- **Review of Prior Knowledge**
 - Review of historical events of the 1960's (from Social Studies) including the JFK assassination and the Vietnam War
 - Review of historical events of the 1970's (from Social Studies) including the end of the Vietnam War and the Watergate Scandal
- **Introduction of New Concepts**
 - Introduction of the popular genres of the 1960's, including pop (The Supremes) and surf rock (Beach Boys)
 - Discussion about the impact of The Beatles
 - Discussion regarding the change in music that occurred due to significant world events at the time, including the mix of politics with music, and the rise of folk rock and the singer-songwriter (Bob Dylan)
 - Discussion of the impact of television on popular music (10% had televisions in the 50's, 80% in the 60's)
 - Introduction of the roots of hard rock (The Who) and the changes in stage performance
 - Introduction of soul music, including the Motown Label, James Brown, Aretha Franklin, and The Temptations
 - Discussion of the impact of the counterculture of the Vietnam War and Woodstock, including Psychedelic rock, Jimi Hendrix, and Janis Joplin
 - Discussion of the lyrics shift that occurred between the 1960's and 1970's (Deep, insightful lyrics to straight-forward lyrics)
 - Introduction of the early rap, including its roots in Jamaica (Toasting), the introduction of MC's, sampling, and the first rap song "Rapper's Delight" by The Sugarhill Gang
 - Introduction of the establishment of hard rock with Led Zeppelin, and the punk music with The Ramones
 - Discussion of the emergence of disco, and its impact on dancing, with "Saturday Night Fever"
- **Demonstration and Practice**
 - Analyze the musical elements of 1960's and 1970's music, with corresponding music vocabulary, using audio/visual examples.
 - Demonstrate/Show the evolution of dance between the 1960's and 1970's

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- **Execution**
 - *Lyrics Shift Project*
 - Students work with a partner to compose a protest song about a current day concern in their lives
 - The first verse will be written in a 1960's style, with insightful lyrics and metaphors, and the second verse will be written in a 1970's style, with straight-forward lyrics that clearly define the message
 - Students will share their song lyrics with the class

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubric
- Lyrics Project
- Self/Group Assessments

Unit 4: The 1980's

Time Range in Days: 5

Standards:

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C;
9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D;
9.3.8.E;
9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

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Anchor(s):

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8; MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the 1980's. Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, as well as the impact of the arts on daily life, and demonstrate their knowledge through a culminating project involving the evolution of rap lyrics.

Objectives:

- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate the change in rap lyrics between the 1970's and 1980's. (DOK Level 4)
- Students will investigate the history and culture of the 1980's. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of historical events of the 1980's (from Social Studies) including the fall of the Berlin Wall and the impact of the invention of personal computers
- **Introduction of New Concepts**
 - Discussion regarding the impact of the birth of MTV in 1981
 - Discussion regarding the creation of the Parental Advisory Sticker
 - Discussion regarding the rise in synthesized instruments
 - Introduction of pop icons Michael Jackson and Madonna
 - Introduction of hair/glam metal, including the use of power chords, costumes, and elaborate stage performances
 - Introduction of message rap (Grandmaster Flash and the Furious Five)
 - Discussion regarding important artist who popularized rap including Run DMC, and Will Smith and DJ Jazzy Jeff (Winners of the 1st Rap Grammy for "Parents Just Don't Understand")
- **Demonstration and Practice**
 - Analyze the musical elements of 1980's music, with corresponding music vocabulary, using audio/visual examples.

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- **Execution**

Rap Lyrics Project

- Students work with a group to compose a rap song
- The first verse will be written in the style of a party rap, with a fun, light message about having fun, and the second verse will be written in a message rap style, with deep lyrics meant to persuade an audience to think a certain way
- Students will practice their song over an original beat that they have composed, focusing on steady beat and proper word flow
- Students will perform their song for the class

Assessments

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubric
- Rap Song Project
- Self/Group Assessments

Unit 5: Advanced Guitar

Time Range in Days: 5

Standards

PA Academic Standards Addressed:

9.1.8.C; 9.1.8.G; 9.1.8.H

Anchor(s):

MU:Cr1.1.8; MU:Pr4.3.8; MU:Pr6.1.8; MU:Cn10.1.8; MU:Cn11.1.8

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Eligible Content: A continuation in the study of the guitar, based on the introduction of the basic skills and playing techniques presented in 7th grade general music. Students review the D, A, A7, G, D7, and Em chords from 7th grade. Students are then taught to play the C, Am, E, G7, Dm, and F chords, with a review about switching between them while maintaining a steady beat.

Students choose a song to study on their own for a guitar playing test. The test consists of the six new chords and the student's personal song choice.

Objectives:

- Students will be able to accurately identify guitar chords. (DOK Level 1)
- Students will identify patterns to ensure quicker switch time between chords.(DOK-2)
- Students will be able to accurately assess themselves and a partner on the necessary elements needed to perform on the playing test. (DOK Level 3)
- Students will apply the knowledge regarding more advanced guitar techniques to effectively perform six chords and a song on the guitar. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- ***Review of Prior Knowledge***
 - Review of the six chords from 7th grade
 - Review of basic techniques involved with producing a proper sound from a guitar
 - Review of music notation
 - Review proper process for rehearsing
 - Review regarding how to read a guitar chord chart and guitar sheet music
 - Review regarding how to switch between chords effectively while keeping a steady beat
- ***Introduction of New Concepts***
 - Introduction of six new chords
 - Introduction of more advanced guitar music
- ***Demonstration and Practice***
 - Students engage in self-guided practice time, working on the six chords and the song of their choice
 - Students will take a practice test with a partner to ensure that they are prepared for the playing test
- ***Execution***

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Guitar Playing Test

- Students will be asked to play each of the six chords without looking at the chord charts, as well as their chosen song
- Students will be evaluated on their technique, tone production, chords, and steady beat

Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning

Formative:

- Daily review of prior concepts
- Guitar Chord Relay Game

Summative:

- Practice Test
- Playing Test

Unit 6: The 1990's

Time Range in Days: 5

Standards

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

Anchor(s):

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8; MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the 1990's. Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, as well as the impact of the arts on daily life, and demonstrate their knowledge through a culminating project involving an alternative rock or teen pop composition.

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Objectives:

- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will be able to demonstrate the elements of an alternative rock or teen pop song through an original composition. (DOK Level 4)
- Students will investigate the history and culture of the 1990's. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of historical events of the 1990's (from Social Studies) including the Columbine shootings and the Gulf War
- **Introduction of New Concepts**
 - Discussion regarding the impact that the rise in technology had on music, including the Internet, CD's, and digital downloading
 - Introduction of East Vs West conflict in rap music, including Tupac Shakur and Notorious B.I.G
 - Introduction of alternative rock, including Green Day, Nirvana, and Alanis Morissette
 - Discussion regarding the rise in pop music, including boy bands (NSYNC and Backstreet Boys) and solo female acts (Britney Spears and Christina Aguilera)
 - Discussion regarding the evolution of stage performances and music videos
- **Demonstration and Practice**
 - Analyze the musical elements of 1990's music, with corresponding music vocabulary, using audio/visual examples.
 - Various games and solo/group class activities to practice the culture/daily life of Americans of the time
- **Execution**

Composition Project-

- Students work with a group to compose either an alternative rock song or a teen pop song
- Students will create the song using the proper techniques and elements of each genre.
- Students will use guitars and percussion instruments to create an accompaniment for their song
- Students will practice their song using the criteria the group created
- Students will perform their song for the class

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Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubric
- Composition Project
- Self/Group Assessments

Unit 7: The 2000's

Time Range in Days: 5

Standards

PA Academic Standards Addressed:

9.1.8.A; 9.1.8.B; 9.1.8.C; 9.1.8.D; 9.1.8.E; 9.1.8.F; 9.1.8.G; 9.1.8.H; 9.2.8.A; 9.2.8.B; 9.2.8.C; 9.2.8.D; 9.2.8.E; 9.2.8.F; 9.2.8.I; 9.2.8.J; 9.2.8.K; 9.2.8.L; 9.3.8.A; 9.3.8.B; 9.3.8.C; 9.3.8.D; 9.3.8.E; 9.3.8.F; 9.3.8.G; 9.4.8.A; 9.4.8.B; 9.4.8.D

Anchor(s):

MU:Cr1.1.8; MU:Cr2.1.8; MU:Cr3.2.8; MU:Pr4.1.8; MU:Pr4.2.8; MU:Pr4.3.8; MU:Pr5.1.8; MU:Pr6.1.8; MU:Re7.2.8; MU:Re8.1.8; MU:Re9.1.8; MU:Cn10.1.8; MU:Cn11.1.8

Eligible Content: A continuation of the evolution of music, including popular genres, important composers, and common musical techniques of the 2000's. Proper music analysis will occur for various audio/visual examples, using appropriate vocabulary. Students examine the culture and history of the time period, as well as the impact of the arts on daily life, and demonstrate their knowledge through a culminating project involving an artist research project.

Objectives:

- Students will be able to identify musical elements, forms, and techniques. (DOK Level 1)
- Students will investigate the history and culture of the 2000's. (DOK Level 3)
- Students will compare and contrast the music from various time periods and cultures. (DOK Level 2)

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- Students will create a research project based on the artist or band of their choice (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- **Review of Prior Knowledge**
 - Review of historical events of the 2000's (from Social Studies) including September 11th and its impact on music
- **Introduction of New Concepts**
 - Discussion regarding the rise in Latin music, including pop and reggaeton
 - Discussion regarding the rise of girl groups, including the Spice Girls and Destiny's Child
 - Discussion regarding the change in rap music, including the music of Dr. Dre, Jay-Z, and Eminem
 - Discussion regarding the pop infusion of country music, including Shania Twain and Taylor Swift
 - Discussion regarding the impact of music shows such as "American Idol" and social media (YouTube)
 - Discussion regarding the popularity of melding various genres (Rap Metal, Country and Rap, etc.)
- **Demonstration and Practice**
 - Analyze the musical elements of 2000's music, with corresponding music vocabulary, using audio/visual examples.
 - Various games and solo/group class activities to practice the culture/daily life of Americans of the time
- **Execution**
 - *Research Project*
 - Students work alone or with a partner to complete a research project about their favorite artist/band
 - Students will research the biography and influences of their favorite artist/band and present the information in the form of a creative project
 - Students will present their projects to the class

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Assessments:

Diagnostic:

- Daily Teacher Observation
- Questioning
- Group Activities and Games

Formative:

- Daily review of prior concepts
- Think Pair Share

Summative:

- Rubric
- Research Project
- Self/Group Assessments

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled
"Planned Instruction," available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum
writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its
intended sequence from beginning to end and all supplemental resources that
are available in electronic format.

Each principal and/or department chair has a schedule of First and
Second Readers/Reviewers. Each Reader/Reviewer must sign & date
below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name: John Staub

Second Reader/Reviewer Signature: John Staub

Date: 7/1/21