

American Pop Music Unit Introduction

Name: Daniel Behler

Date: Wednesday, Feb. 17th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will be able to define “pop music” as “popular music.”
- ii. Students will become familiar with the evolving nature of pop music, and how this evolution has occurred throughout recent American history.

4. Prior knowledge:

- i. Students should be familiar with the term “pop” as a genre of music.
- ii. Students likely know more about pop music than anticipated; this will be gauged throughout the course of the lesson.

5. Materials needed:

- i. TV with AirPlay capabilities for projecting visuals & using speakers
- ii. Completed personal compositions of students who didn’t get to share yesterday
- iii. Google Slides presentation introducing the American Pop Music Unit
- iv. Kahoot! quiz about American Pop Music

6. Organization:

- i. This lesson will be taught entirely in full group organization.

TEACHING PROCEDURES

A. Introduction: As students enter, music will be playing through the TV.

- i. Since yesterday we listened to Savannah’s composition right at the end of class, her piece should be used as entrance music.

B. Groundwork: “Let’s listen and discuss the rest of your personal compositions!”

- i. Take volunteers first, if nobody volunteers then randomly choose.
- ii. Move into discussion on individual pieces.

1. “Remember, participation in these discussions is part of your grade, so if you didn’t feel like you participated much in discussion yesterday, you should participate more today!”
 2. As always, comments should be kept complementary in nature and objective, using the elements of music as a basis for discussion.
 3. Keep catalog of student participate on Google Sheets for future grading purposes.
- C. Engagement:** Begin American Pop Music Unit w/ Google Slides intro presentation
- i. “Who is familiar with the term ‘pop music?’” (Project Slide 1)
 1. Expected answers: I am! I forget.
 - ii. “Can someone tell me what pop music is?”
 1. Expected answers: A genre of music, music that people like, etc.
 2. If students use the word “popular,” latch onto it!
 - iii. Define “pop music” as music that is popular music when it’s released. (Slide 2)
 - iv. “Pop music changes and evolves – for example, this was popular in the 1920s”
 1. Play clip of Louis Armstrong <https://youtu.be/kky19Z32Oog> (Slide 3)
 2. Explain how jazz used to be a very popular form of music
 - v. Show graphic of popular music per decade (Slide 4 & 5 if needed)
 1. Information from https://youtu.be/eP88FUL7d_8
- D. Assessment:** “We’re going to play a Kahoot to see what you know about pop music!”
- i. Students should go to Kahoot.it and input the code displayed on the board
 - ii. The results of this will be used to determine future planning in this unit.
- E. Closure and summarizing strategy:**
- i. Students will wipe down their desks with a disinfectant wipe.
- F. Assignments or practice requirements:**
- i. Students should submit their personal compositions if they haven’t already.

Differentiation

Early finishers: This will entirely full group instruction; there should not be early finishers.

Remediation: This lesson will gauge prior knowledge; there shouldn’t be a need for remediation.

Enrichment: Students can contribute prior knowledge on American Pop Music to discussions.

Special Accommodations: Students may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously in class using screenshare capabilities.

Reflections on the lessons:

American Pop Music Unit
Early 1900s American Music & Jazz

Name: Daniel Behler

Date: Thursday, Feb. 18th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will become familiar with the jazz music of the 1920s-1950s.
- ii. Students will become familiar with jazz music vocabulary, including:
 - 1. Genres: Swing, Bebop, & Modal
 - 2. Forms: 12-bar blues, Improvisation, Trading Fours
 - 3. Musicians: Duke Ellington, Louis Armstrong, Ella Fitzgerald, Dizzy Gillespie, Charlie Parker, Miles Davis, John Coltrane
- iii. Students will understand the evolving nature of pop music in America.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Nearpod presentation about jazz music in 1920s-1950s America.
 - 1. Teacher-Led Presentation for synchronous students
 - 2. Student-Led Presentation for asynchronous students
- ii. Individual devices for students to follow in Nearpod.

6. Organization:

- i. This lesson will be held entirely in full group organization via Zoom.

TEACHING PROCEDURES

A. Introduction: Students will enter Zoom while jazz music plays through sound-share.

B. Groundwork: “Please open the schedule for today and follow the Nearpod link for today’s presentation!”

- i. Preface: “As we study different popular music over time, you’re going to hear music you don’t like. Please treat it respectfully.”

1. How would you feel if you showed someone your favorite song? How would you want them to act and react?
- ii. Establishment of ground rules:
 1. Give all music a chance to be listened to.
 2. You can dislike something but should keep comments positive and constructive – base them in the elements!

C. Engagement:

- i. Once everyone is present in Nearpod, progress through the presentation as detailed below.:
 1. Introduction to Jazz Music / Characteristics of Jazz
 1. Forms: 12-bar blues, Improvisation, Trading Fours
 2. Instruments: Rhythm section, brass, saxophones,
 3. Big band / small combo ensembles
 4. Uneven eighth notes (swing)
 5. Three eras: Swing (20s-30s), Bebop (40s), Modal (50s)
 2. Swing Music (1920s & 1930s)
 1. Prominent musicians:
 1. Duke Ellington
 2. Ella Fitzgerald
 3. Louis Armstrong
 2. Characteristics:
 1. Danceable moderate tempo
 2. Big Band ensemble
 3. Sometimes included vocalists
 4. More mainstream image of “jazz music”
 3. Bebop Music (1940s)
 1. Prominent musicians:
 1. Dizzy Gillespie
 2. Charlie Parker
 2. Characteristics:
 1. More complex harmony
 2. Intricate soloing
 3. Complex musical forms
 4. Upbeat tempo
 3. “Musician’s Music”
 4. Modal Music (1950s)
 1. Prominent musicians:
 1. Miles Davis
 2. John Coltrane
 2. Characteristics:
 1. Simpler harmonies & forms
 2. Moved around between different keys and “modes”
 3. Variations in tempo and style
 5. Connection to Pop and Rock & Roll
 1. Forms (12-bar blues, improvised solos)
 2. Instrumentation (rhythm section, occasional horns)

D. Assessment:

- i. A combination of objective and subjective questions will be included in the Nearpod to gauge student engagement and understanding throughout the lesson.
- ii. Participation points will be assigned for completing these questions, either synchronously or asynchronously
 1. Questions not reached in class will be removed from the asynchronous Nearpod for consistency between both instructional options.

E. Closure and summarizing strategy:

- i. “Remember our ground rules for listening to music as we move forward!”

F. Assignments or practice requirements:

- i. Asynchronous students should complete this lesson on their own time, filling out the questions embedded in the Nearpod for participation points.

Differentiation

Early finishers: This will entirely full group instruction; there should not be early finishers.

Remediation: Access to the Nearpod will be provided in the future for students to review.

Enrichment: Students can ask questions and contribute to discussion to further their knowledge of aspects of the subject in which they are fascinated or about which they are curious.

Special Accommodations:

- Students in person may move closer to the TV if it is difficult to see.
- Students on CARES may participate synchronously on Zoom using screensharing.

FLEXIBLE INSTRUCTIONAL DAY ACCOMODATIONS:

- This lesson may be taught either in person or through Zoom, depending on weather.
- The Nearpod for this lesson will be duplicated in a “student-led” format, allowing for students to participate asynchronously if they so choose.

Reflections on the lessons:

American Pop Music Unit

Early 1900s American Music & Jazz / Muddy Waters and Rock & Roll

Name: Daniel Behler

Date: Friday, Feb. 19th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will become familiar with the jazz music of the 1920s-1950s.
- ii. Students will become familiar with jazz music vocabulary, including:
 1. Genres: Swing, Bebop, & Modal
 2. Forms: 12-bar blues, Improvisation, Trading Fours
 3. Musicians: Duke Ellington, Louis Armstrong, Ella Fitzgerald, Dizzy Gillespie, Charlie Parker, Miles Davis, John Coltrane
- iii. Students will understand the evolving nature of pop music in America.
- iv. Students will become familiar with Muddy Waters and his impact on American pop music.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Nearpod presentation about jazz music in 1920s-1950s America.
 1. Teacher-Led Presentation for synchronous students
 2. Student-Led Presentation for asynchronous students
- ii. Individual devices for students to follow in Nearpod.

6. Organization:

- i. This lesson will be held entirely in full group organization.

TEACHING PROCEDURES

A. Introduction:

- i. Students will enter class while John Coltrane plays.

B. Groundwork:

- i. "Please open the schedule for today and follow today's Nearpod link.

C. Engagement:

- i. Once everyone is present in Nearpod, review the content from Thursday the 19th:
 1. Introduction to Jazz Music / Characteristics of Jazz
 1. Forms: 12-bar blues, Improvisation, Trading Fours
 2. Instruments: Rhythm section, brass, saxophones,
 3. Big band / small combo ensembles
 4. Uneven eighth notes (swing)
 5. Three eras: Swing (20s-30s), Bebop (40s), Modal (50s)
 2. Swing Music (1920s & 1930s)
 1. Prominent musicians:
 1. Duke Ellington
 2. Ella Fitzgerald
 3. Louis Armstrong
 2. Characteristics:
 1. Danceable moderate tempo
 2. Big Band ensemble
 3. Sometimes included vocalists
 4. More mainstream image of "jazz music"
- ii. Continue through Nearpod on Jazz Music
 1. Bebop Music (1940s)
 1. Prominent musicians:
 1. Dizzy Gillespie
 2. Charlie Parker
 2. Characteristics:
 1. More complex harmony
 2. Intricate soloing
 3. Complex musical forms
 4. Upbeat tempo
 3. "Musician's Music"
 2. Modal Music (1950s)
 1. Prominent musicians:
 1. Miles Davis
 2. John Coltrane
 2. Characteristics:
 1. Simpler harmonies & forms
 2. Moved around between different keys and "modes"
 3. Variations in tempo and style
 3. Connection to Pop and Rock & Roll
 1. Forms (12-bar blues, improvised solos)
 2. Instrumentation (rhythm section, occasional horns)
 4. Muddy Waters
 1. Brief biography
 2. Musical Examples
 3. Lasting influence on music ("Father of modern Chicago blues")

D. Assessment:

- i. A combination of objective and subjective questions will be included in the Nearpod to gauge student engagement and understanding throughout the lesson.
- ii. Participation points will be assigned for completing these questions, either synchronously or asynchronously
 1. Questions not reached in class will be removed from the asynchronous Nearpod for consistency between both instructional options.

E. Closure and summarizing strategy:

- i. “Remember our ground rules for listening to music as we move forward!”

F. Assignments or practice requirements:

- i. Asynchronous students should complete this lesson on their own time, filling out the questions embedded in the Nearpod for participation points.

Differentiation

Early finishers: This will entirely full group instruction; there should not be early finishers.

Remediation: Access to the Nearpod will be provided in the future for students to review.

Enrichment: Students can ask questions and contribute to discussion to further their knowledge of aspects of the subject in which they are fascinated or about which they are curious.

Special Accommodations:

- Students in person may move closer to the TV if it is difficult to see.
- Students on CARES may participate synchronously on Zoom using screensharing.

FLEXIBLE INSTRUCTIONAL DAY ACCOMODATIONS:

- This lesson may be taught either in person or through Zoom, depending on weather.
- The Nearpod for this lesson will be duplicated in a “student-led” format, allowing for students to participate asynchronously if they so choose.

Reflections on the lessons:

American Pop Music Unit
Muddy Waters, the Blues, & the Electric Guitar

Name: Daniel Behler

Date: Monday, Feb. 22nd, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will become familiar with Muddy Waters and his impact on American pop music.
- ii. Students will understand the cultural and historical origins of the blues, and the music’s impact on American pop music.
- iii. Students will demonstrate an understanding of the history of the electric guitar.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Nearpod presentation about Muddy Waters and blues music.
 - 1. Teacher-Led Presentation for synchronous students
 - 2. Student-Led Presentation for asynchronous students
- ii. Individual devices for students to follow in Nearpod.
- iii. Electric guitar document to be copied.

6. Organization:

- i. This lesson will be held entirely in full group organization to begin but will switch to independent or small group organization a bit over halfway through class.

TEACHING PROCEDURES

A. Introduction:

- i. Students will enter class while Muddy Waters plays.

B. Groundwork:

- i. “Please open the schedule for today and follow today’s Nearpod link.”

C. Engagement:

- i. Once everyone is present in Nearpod, review the content from Friday the 19th:
 1. Muddy Waters
 1. Brief biography
 2. Musical Examples
 3. Lasting influence on music (“Father of modern Chicago blues”)
- ii. Continue through Nearpod on Blues Music
 1. Assessment of prior knowledge about the blues
 2. Characteristics of the blues
 1. Developed in the early 1900s in the American south
 2. Origin in African American spirituals and American slavery
 3. Roots of Pop / Rock & Roll / Jazz
 4. Inherently expressive in nature
 5. Solo vocalist & instrumental accompaniment (piano, guitar, etc.)
 3. Listening example – Muddy Waters’ “Honey Bee”
 1. Assessment about characteristics of blues music
 4. Class reading: “Got a Right to Sing the Blues” by Muddy Waters
 1. Start out reading aloud, then take student volunteers to continue
 1. If students don’t volunteer, choose readers
 2. Work through entire article, taking time to explain as needed
 5. Assessment slide – which music was your favorite so far and why?
 1. Go back and listen to at least 30 sec. of Swing, Bebop, and Modal Jazz music, as well as one of the examples of Muddy Waters
 2. Students should respond with something more than “I liked this” or “this was my favorite”
- iii. Individual/Partner reading on the Electric Guitar
 1. Students should make a copy of the worksheet in the daily schedule about the Electric Guitar
 2. For the rest of the period, students can work individually or with a partner to complete the worksheet.

D. Assessment:

- i. A combination of objective and subjective questions will be included in the Nearpod to gauge student engagement and understanding throughout the lesson.
- ii. Students, after completing the google doc worksheet on the electric guitar, should submit it to Schoology

E. Closure and summarizing strategy:

- i. “Make sure you submit your google document!”

F. Assignments or practice requirements:

- i. Students, either individually or with their partner, should complete the electric guitar assignment by midnight.

Differentiation

Early finishers: Students can return to Chrome Music Lab or Soundtrap to experiment if they desire, or can get out other classwork to finish in the time remaining.

Remediation: Access to all materials will be provided in the future for students to review.

Enrichment: Students can ask questions and contribute to discussion to further their knowledge of aspects of the subject in which they are fascinated or about which they are curious. They can also dig deeper into the electric guitar assignment doing personal research on the provided website.

Special Accommodations:

- Students in person may move closer to the TV if it is difficult to see.
- Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons:

American Pop Music Unit
The Electric Guitar & Elvis Presley

Name: Daniel Behler

Date: Tuesday, Feb. 23rd, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will demonstrate an understanding of the history of the electric guitar.
- ii. Students will become familiar with Elvis Presley and his impact on American pop music.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Google slides presentation on Elvis Presley and Rock & Roll
- ii. Electric guitar document to be copied.
- iii. Playlist for semi-comprehensive listening review.

6. Organization:

- i. This lesson will begin in individual/partner organization in order to give students time to complete the electric guitar worksheet assignment.
- ii. After the completion of the assignment, the class will switch to full group organization for the remainder of the period.

TEACHING PROCEDURES

A. Introduction: Students will enter class while Elvis Presley plays.

B. Groundwork: “To start class, you’ll be continuing the electric guitar worksheet.”

- i. Students with partners can move a bit closer to continue working.
- ii. All students should open up their copy of the electric guitar worksheet and continue working for 15 to 20 minutes of class.
- iii. After this time, students should complete the assignment on their own time.

- C. Engagement:** Open up Google slides presentation on “Elvis and Rock & Roll”
- i. Brief biography of Elvis
 - ii. Characteristics of Elvis’ music
 - iii. “King of Rock & Roll”
 - iv. Characteristics of Rock & Roll
 - v. Influence of the blues and jazz music
 - vi. Listening examples of Elvis’ music will be used throughout
 - vii. If time, move into semi-comprehensive listening activity
 1. Different musical examples of jazz (swing, bebop, modal), the blues, and rock & roll will be compiled and compared using class discussion.
- D. Assessment:**
- i. Discussion and opportunities for class participation will be provided throughout the lesson to check for student understanding
 - ii. If time, a semi-comprehensive listening review will check for overall understanding of the class content over the past few days.
- E. Closure and summarizing strategy:**
- i. Students should make sure to turn in the electric guitar assignment.
- F. Assignments or practice requirements:**
- i. Students, either individually or with their partner, should complete the electric guitar assignment by midnight.

Differentiation

Early finishers: As the latter half of the lesson will be in full group organization, there should not be any early finishers during this lesson. Students who complete the electric guitar assignment early can do further research into the electric guitar.

Remediation: Access to all materials will be provided in the future for students to review.

Enrichment: Students can ask questions and contribute to discussion to further their knowledge of aspects of the subject in which they are fascinated or about which they are curious. They can also dig deeper into the electric guitar assignment doing personal research on the provided website.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons:

American Pop Music Unit
The Electric Guitar & Johnny Cash

Name: Daniel Behler

Date: Wednesday, Feb. 24th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will demonstrate an understanding of the history of the electric guitar.
- ii. Students will become familiar with Johnny Cash and his impact on American pop music.
- iii. Students will understand the history of American pop music and will have a vague understanding of the significance of race in its development in America.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Google slides presentation on The Electric Guitar and Rock & Roll
- ii. Playlist for semi-comprehensive listening review.

6. Organization:

- i. This class period will be entirely in full group organization

TEACHING PROCEDURES

A. Introduction: Students will enter class while music featuring an electric guitar plays.

B. Groundwork: “We’re going to start with a review of your electric guitar assignment”

- i. Students should open up the document and follow along.
- ii. Using a presentation, go sequentially through the worksheet to clarify answers to the questions about the history of the electric guitar.
- iii. If students had incorrect answers, they should make note of the correct answer on the worksheet for future studying purposes.
- iv. Students should not attempt to submit the document after the start of class.

C. Engagement: Open up Google slides presentation on “Rock & Roll”

- i. Review the content about Elvis from Tuesday, February 23rd.
 1. Brief biography of Elvis
 2. Characteristics of Elvis’ music
 3. “King of Rock & Roll”
 4. Characteristics of Rock & Roll
 5. Influence of the blues and jazz music
 6. Listening examples of Elvis’ music will be used throughout
- ii. Introduce content about Johnny Cash & his influence on American pop music:
 1. Brief biography
 2. Characteristics of Cash’s music
 3. Influences of previous musical artists & styles
 4. Listening examples will be used throughout.
- iii. As a class, read through the article on “Folsom Prison Blues”
- iv. If time, move into semi-comprehensive listening activity
 1. Different musical examples of jazz (swing, bebop, modal), the blues, and rock & roll will be compiled and compared using class discussion.

D. Assessment:

- i. Discussion and opportunities for class participation will be provided throughout the lesson to check for student understanding
- ii. If time, a semi-comprehensive listening review will check for overall understanding of the class content over the past few days.

E. Closure and summarizing strategy:

- i. Students should make sure to turn in the electric guitar assignment.

F. Assignments or practice requirements:

- i. Students, either individually or with their partner, should complete the electric guitar assignment by midnight.

Differentiation

Early finishers: As the latter half of the lesson will be in full group organization, there should not be any early finishers during this lesson. Students who complete the electric guitar assignment early can do further research into the electric guitar.

Remediation: Access to all materials will be provided in the future for students to review.

Enrichment: Students can ask questions and contribute to discussion to further their knowledge of aspects of the subject in which they are fascinated or about which they are curious. They can also dig deeper into the electric guitar assignment doing personal research on the provided website.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously on Zoom using screen sharing.

Reflections on the lessons:

American Pop Music Unit
The Beatles & British Invasion

Name: Daniel Behler

Date: Thursday, Feb. 25th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will demonstrate an understanding of the history of the electric guitar.
- ii. Students will become familiar with The Beatles and their impact on American pop music, as well as the cultural sharing which occurred through their rise.

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.

5. Materials needed:

- i. Article about Johnny Cash and Folsom Prison Blues
- ii. Nearpod presentation on The Beatles & British Invasion
- iii. Playlist for comprehensive listening review.

6. Organization:

- i. This class period will be entirely in full group organization

TEACHING PROCEDURES

A. Introduction: Students will enter class while music by The Beatles plays.

B. Groundwork: “Please open up the daily schedule and access the Johnny Cash PDF”

- i. As a class, we will read through the article
- ii. Take student volunteers to read aloud after starting it off.

C. Engagement: “Go back to the schedule and follow the Nearpod link for today”

- i. Progress through Nearpod on The Beatles & British Invasion:
 - 1. The Beatles
 - 1. Origin & history
 - 2. Individual members

3. Musical characteristics
 4. Popularity across the world
 2. British Invasion
 1. Historical context
 2. Effects on American pop music
 3. Globalization of music industry
 - ii. Hit or Miss Activity
 1. Using Nearpod polling capabilities, simulate the TV show by having students listen to clips of songs by The Beatles
 2. Choose lesser-known songs, and have students try to guess if it was a hit or not when it was initially released.
- D. Assessment:** Comprehensive listening activity
- i. As a class, listen through a preconstructed YouTube playlist of musical examples of the following genres:
 1. Jazz (Swing, Bebop, Modal)
 2. The Blues
 3. Rock & Roll
 4. British Pop
 - ii. Have students identify the genre by listening and determining musical characteristics of the performance.
- E. Closure and summarizing strategy:**
- i. “We’ll be having a test tomorrow, so make sure to look over material!”
- F. Assignments or practice requirements:**
- i. Students should review the content for a test on Friday, February 26th.

Differentiation

Early finishers: Students will progress through the lesson at a uniform pace.

Remediation: Access to all materials will be provided for further review.

Enrichment: Students may contribute to class discussion as much as they desire, making connections to prior knowledge about music.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons:

American Pop Music Unit
Review & “America’s Musical Journey” Documentary Day 1

Name: Daniel Behler

Date: Friday, Feb. 26th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will review content from the American Pop Music Unit.
- ii. Students will begin the documentary “American’s Musical Journey.”

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.
- iii. Students should be familiar with jazz music (including Swing, Bebop, & Modal), the Blues, Rock & Roll, and 60’s Pop music.
- iv. Students should be familiar with musicians including Duke Ellington, Ella Fitzgerald, Louis Armstrong, Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Muddy Waters, Elvis Presley, Johnny Cash, and the Beatles.

5. Materials needed:

- i. Kahoot to review for Monday’s test on American Pop Music.
- ii. “America’s Musical Journey” Documentary and complimentary worksheet

6. Organization:

- i. This class period will be entirely in full group organization

TEACHING PROCEDURES

A. Introduction: Students will enter class while music plays.

B. Groundwork: “Open up your laptop and go to kahoot.it!”

- i. Work through Kahoot, including musical examples.
- ii. Make sure to watch for inappropriate student conduct.
 - 1. Leverage continuation of Kahoot in exchange for good behavior.
- iii. Clarify any misunderstood questions/questions students struggled with.

C. Engagement: Start America’s Musical Journey Documentary

- i. Students should make a copy of the assignment worksheet.
- ii. Throughout the video, students should complete the worksheet.

D. Assessment:

- i. Students will submit their assignment worksheet to Schoology at the conclusion of the “America’s Musical Journey” Documentary.
- ii. Students’ performance on the Kahoot will be taken into account in the designing of the cumulative test on Monday.

E. Closure and summarizing strategy:

- i. “We’ll be having a test on Monday, so make sure to look over material!”

F. Assignments or practice requirements:

- i. Students should review the content for a test on Monday, Monday 1st.

Differentiation

Early finishers: Students will progress through the lesson at a uniform pace.

Remediation: Access to all materials will be provided for further review.

Enrichment: Students may contribute to class discussion as much as they desire, making connections to prior knowledge about music.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons:

American Pop Music Unit
Test & “America’s Musical Journey” Documentary Day 1

Name: Daniel Behler

Date: Friday, Feb. 26th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will complete their test on the American Pop Music Unit.
- ii. Students will continue the documentary “America’s Musical Journey.”

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.
- iii. Students should be familiar with jazz music (including Swing, Bebop, & Modal), the Blues, Rock & Roll, and 60’s Pop music.
- iv. Students should be familiar with musicians including Duke Ellington, Ella Fitzgerald, Louis Armstrong, Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Muddy Waters, Elvis Presley, Johnny Cash, and the Beatles.

5. Materials needed:

- i. Test on American Pop Music
- ii. “America’s Musical Journey” Documentary
- iii. Schoology reflection on documentary

6. Organization:

- i. This class period will start in independent organization, before switching to full group organization for the viewing of the documentary.

TEACHING PROCEDURES

A. Introduction: Students will enter class while music plays.

B. Groundwork: “Open up your laptop and go to Schoology”

- i. Students should complete the Schoology test on the American Pop Music unit.
- ii. The test will be graded as a summative assessment on the unit.

C. Engagement: Continue America’s Musical Journey Documentary

- i. Students should reopen the Schoology reflection and continue their work on the quiz, inputting their notes into the question fields.
- ii. If needed, they can open a new submission.

D. Assessment:

- i. Students will submit their assignment worksheet to Schoology at the conclusion of the “America’s Musical Journey” Documentary.
- ii. Students will be graded on their test performance.

E. Closure and summarizing strategy:

- i. “We will finish the documentary and review answers to the questions tomorrow.”

F. Assignments or practice requirements:

- i. None

Differentiation

Early finishers: While waiting to peers to complete the test, students may work on other classwork, or can experiment in Soundtrap or Chrome Music Lab.

Remediation: Access to all materials will be provided for further review.

Enrichment: Students may contribute to class discussion as much as they desire, making connections to prior knowledge about music.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see. Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons:

American Pop Music Unit
“America’s Musical Journey” Documentary Day 3 / Conclusion

Name: Daniel Behler

Date: Friday, Feb. 26th, 2021

Grade: 7th Grade

Class: General Music

1. State and National Standards:

- i. PA State Standards:
 - 1. 9.2.8.D. Analyze a work of art from its historical and cultural perspective.
 - 2. 9.2.8.E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- ii. National Standards:
 - 1. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2. Essential questions:

- i. What makes music “pop” music?
- ii. Why has pop music evolved over time?

3. Student learning outcomes (SLO):

- i. Students will complete their test on the American Pop Music Unit.
- ii. Students will continue the documentary “America’s Musical Journey.”

4. Prior knowledge:

- i. Students should be able to define pop music as “popular music.”
- ii. Students should be familiar with the varied history of American music.
- iii. Students should be familiar with jazz music (including Swing, Bebop, & Modal), the Blues, Rock & Roll, and 60’s Pop music.
- iv. Students should be familiar with musicians including Duke Ellington, Ella Fitzgerald, Louis Armstrong, Charlie Parker, Dizzy Gillespie, Miles Davis, John Coltrane, Muddy Waters, Elvis Presley, Johnny Cash, and the Beatles.

5. Materials needed:

- i. “America’s Musical Journey” Documentary & Schoology reflection
- ii. Summative Kahoot! activity

6. Organization:

- i. This class period will start in independent organization, before switching to full group organization for the viewing of the documentary.

TEACHING PROCEDURES

A. Introduction: Students will enter class while music plays.

B. Groundwork: “Open up your laptop and go to Schoology”

- i. Students should open the “America’s Musical Journey Reflection” assignment.

C. Engagement: Finish America’s Musical Journey Documentary

- i. There should be roughly 10 minutes left to view

- ii. After completing the documentary, take 10 to 15 minutes to review student answers for the reflection assignment.
- iii. Following the completion of this assignment, a summative Kahoot! can be played, reviewing content from throughout the class.

D. Assessment:

- i. Students will submit the reflection assignment at the conclusion of the “America’s Musical Journey” Documentary. This will be based primarily on completion.

E. Closure and summarizing strategy:

- i. Thank the students for a great rotation (if they were well behaved).

F. Assignments or practice requirements:

- i. None

Differentiation

Early finishers: This lesson will be entirely in full group.

Remediation: Students can assist each other with the reflection assignment.

Enrichment: Students may contribute as much as they desire to discussions about the reflections.

Special Accommodations: Students in person may move closer to the TV if it is difficult to see.

Students on CARES may participate synchronously on Zoom using screensharing.

Reflections on the lessons: