

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**MUSIC DEPARTMENT**

# **APPRECIATION OF POPULAR MUSIC 1/2**

Grade Level: 10-12

Credits: 2.5 each section

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 30, 2010**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

## Course Philosophy

*“Musical training is a more potent instrument than any other, because rhythm, harmony, and melody find their way into the inward place of our soul, on which they mightily fasten, imparting grace, and making the soul of him who is educated graceful.” - Plato*

We believe our music curriculum should provide quality experiences that are musically meaningful to the education of all our students. It should help them discover, understand and enjoy music as an art form, an intellectual endeavor, a medium of self-expression, and a means of social growth.

Music is considered basic to the total educational program. To each new generation this portion of our heritage is a source of inspiration, enjoyment, and knowledge which helps to shape a way of life. Our music curriculum enriches and maintains this life and draws on our nation and the world for its ever-expanding course content, taking the student beyond the realm of the ordinary, everyday experience.

Music is an art that expresses emotion, indicates mood, and helps students to respond to their environment. It develops the student’s character through its emphasis on responsibility, self-discipline, leadership, concentration, and respect for and awareness of the contributions of others. Music contains technical, psychological, artistic, and academic concepts. It is an integral part of life and therefore should be studied to further enrich the lives of our students.

## Course Description

This course is designed to give the student an overview of the sounds of music as they changed from ragtime through current popular trends. Students will be encouraged to participate actively in the class by listening and discussion sessions, and present reports on favorite artists.

Even the most elementary history should impart to its students a notion of the limited scope of the time in which we live and a sense of the vast horizons that the knowledge of the past unrolls, that the world of today and of ourselves is only a link in the endless chain of ages, each of which has tried to create a supreme expression of its mind and its trend of its faith and its will.

**Freehold Regional High School District  
Curriculum Map**

**Appreciation of Popular Music I/II**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3,B.2-3	The <i>blues</i> is the basis for popular music in the 20 <sup>th</sup> and 21 <sup>st</sup> century.	During which time period did the <i>blues</i> evolve? (How did the social and cultural events of the 19 <sup>th</sup> century impact the evolution of the blues?) What events during slavery helped the evolution of the <i>blues</i> ? Which musical influences supported the evolution of the <i>blues</i> ? What are the main characteristics of the <i>blues</i> ?	Pretest  Student Survey	Quizzes Chapter Test Written Assignments Oral	Projects  Mid Terms  Final Exam
1.2.12.A.1-2 1.4.12.A.4; B.1-3	Technology is one of the biggest factors in promoting popular music.	To what extent did the Tin Pan Alley era effect the creation of popular music? To what extent did the composers' careers rely on the sale of recordings and/or printed music? How did the evolution of radio and its effects on the music industry? To what extent did the composers' careers rely on the sale of recordings and/or printed music? Why did the record companies oppose the internet? How did government attempt to control the piracy and theft of popular music? To what extent did Apple's iTunes and the legal Napster influence; change; and satisfy the record industry?	Oral Questions/ Discussion  Anticipatory Set Questions	Presentations Observations Participatory Rubrics Research Assignments	
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	Country music is considered one the truest American musical art forms.	Why was the term <i>hillbilly</i> used to define country music? How did the use of yodeling, guitars, mandolins, steel guitars, and ukuleles influence country music? How did the radio contribute to the promotion of country music?			
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	The evolution of rock is one of the most significant events in music history.	How did all genres of pop music affect doo wop? To what extent did racism have on suppressing African American artists? How was gospel music different from rhythm and blues? To what extent did cultural diversity have on rock 'n' roll?			
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	The backlash to rock 'n roll only helped to solidify its status in music.	Why did middle class parents fear rock 'n' roll? How did covers of popular songs contribute to the "sanitization" of rock 'n' roll? Why was the Brill Building considered "the New Tin Pan Alley"? How did payola almost destroy the rise of rock 'n' roll? To what extent did surf music define American pop music?			
1.2.12.A.1-2 1.4.12.A.1-4; B.1-3	The 1960's were the most important era in popular music today.	How was the political and musical America perceived during the sixties? How did the form and style of popular music change during the advent of rock 'n' roll? Why did folk music incur a comeback during this time? To what extent did the Beatles completely revolutionize America? How did mind-expanding drugs influence rock 'n' roll?			

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	Music is a direct reflection of its environment and history.	How did the improvement in the recording technology alter the production of music? Why was the term “progressive rock” used to define the music of the seventies? How were soft rock and hard rock different? How did the women rockers transfigure this era?	Pretest  Student Survey	Quizzes Chapter Test Written Assignments Oral	Projects  Mid Terms  Final Exam
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	The parody that existed between punk and disco moved pop music into a new direction.	Why was popular music considered centrist, corporate, and safe during the late 1970s? How were punk and disco both similar, yet different? How did disco record sales prosper without radio airplay? How were the two ends of the soul spectrum considered different? Same? (i.e. Sound of Philadelphia and James Brown)?	Oral Questions/ Discussion  Anticipatory Set Questions	Presentations Observations Participatory Rubrics Research Assignments	
1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3; B.2-3	The evolution of the music video was pivotal point in pop music during the 1980’s.	How did the new technology of the early 1980s, cause a decline in record sales? How did MTV revolutionize the pop culture in the early 1980s? How did the record industry change during the early 1980s? How did the movies contribute to the popularity of music?			
1.1.12.B.1-2 1.2.12.A.2 1.3.12.B.1-2 1.4.12.A.1,3-4; B.1-2	The simplification of chords, melody and rhythms are the main characteristics of popular music.	How were rap and metal music similar? How did MTV influence the popularity of heavy metal? To what extent did heavy metal’s popularity set restrictions on the music? How were “hip-hop” and rap created? How did rap influence television and movies?			

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**Appreciation of Popular Music I/II**

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: The Blues	The <i>blues</i> is the basis for popular music in the 20 <sup>th</sup> and 21 <sup>st</sup> century. <ul style="list-style-type: none"> <li>The students will be able to identify the influence of the <i>blues</i> in popular music.</li> </ul>	3 weeks
Unit #2: Tin Pan Alley	Technology is one of the biggest factors in promoting popular music. <ul style="list-style-type: none"> <li>The students will be able to understand the evolution and influence of Tin Pan Alley.</li> </ul>	3 weeks
Unit #3: Country	Country music is considered one the truest American musical art forms. <ul style="list-style-type: none"> <li>The students will be able to recognize basic themes and structure of country music.</li> </ul>	2 weeks
Unit #4: The Eruption of Rock	The evolution of rock is one of the most significant events in music history. <ul style="list-style-type: none"> <li>The students will be able to recognize the different genres and influential artists of rock ‘n’ roll.</li> </ul>	3 weeks
Unit #5: Reaction to Rock	The backlash to rock ‘n roll only helped to solidify its status in music. <ul style="list-style-type: none"> <li>The students will be able to identify the artists and the music of the late 1950s.</li> </ul>	3 weeks
Unit #6: The 1960’s	The 1960’s were the most important era in popular music today. <ul style="list-style-type: none"> <li>The students will be able to describe the differences between the various styles of music that flourished within and impacted this era.</li> </ul>	6 weeks
Unit #7: The Fragmentation of Pop	Music is a direct reflection of its environment and history. <ul style="list-style-type: none"> <li>The students will be able to compare and contrast the varying styles of music and the influencing artists of the late 1970s.</li> </ul>	3 weeks
Unit #8: Punk and Disco	The parody that exists between punk and disco moved pop music into a new direction. <ul style="list-style-type: none"> <li>The students will be able to compare and contrast elements, influences, and characteristics between punk and disco music.</li> </ul>	3 weeks
Unit #9: The 80’s	The evolution of the music video was pivotal point in pop music during the 1980’s. <ul style="list-style-type: none"> <li>The students will develop an appreciation for the music, the artists, and the early video form of the 1980s.</li> </ul>	3 weeks
Unit #10: Rap and Metal	The simplification of chords, melody and rhythms are the main characteristics of popular music. <ul style="list-style-type: none"> <li>The students will be able to identify the various artists and styles of popular music with emphasis on rap, metal, and hip-hop.</li> </ul>	3 weeks
Unit #11: The Future of Music	Technology is one of the biggest factors in promoting popular music. <ul style="list-style-type: none"> <li>The students will be able to identify elements of hip-hop and other genre’s of “new American music” while developing an understanding of what is considered legal and illegal in terms of downloading music and using music-based technology.</li> </ul>	2 weeks

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #1: The Blues**

**Enduring Understanding:** The *blues* is the basis for popular music in the 20<sup>th</sup> and 21<sup>st</sup> century

**Essential Questions:** During which time period did the *blues* evolve? (How did the social and cultural events of the 19<sup>th</sup> century impact the evolution of the blues?)

What events during slavery helped the evolution of the *blues*?

Which musical influences supported the evolution of the *blues*?

What are the main characteristics of the *blues*?

**Unit Goal:** The students will be able to identify the influence of the *blues* in popular music.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
During which time period did the <i>blues</i> evolve? (How did the social and cultural events of the 19 <sup>th</sup> century impact the evolution of the blues?)	Describe the historical events at the end of the 19 <sup>th</sup> century.	Current textbook Class discussion Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a> Media Center resources	Lecture  Power Point presentation  Audio/visual resources (You Tube,, recordings)	Written tests and quizzes  Choral /Individual responses  Project assessments
What the African American root of the blues?	Cultural appropriation and co modification			
What were the two schools of early blues, and what led to their development?	Classic and Rural blues			
How is the blues structured and which styles it has influenced?	Form, scale, techniques, genres in pop today			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #2: Tin Pan Alley**

**Enduring Understanding:** Technology is one of the biggest factors in promoting popular music.

**Essential Questions:** To what extent did the Tin Pan Alley Era effect the creation of popular music?

To what extent did the composers' careers rely on the sale of recordings and/or printed music?

How did the evolution of radio and its effects on the music industry?

To what extent did the composers' careers rely on the sale of recordings and/or printed music?

**Unit Goal:** The students will be able to understand the evolution and influence of Tin Pan Alley.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.2.12.A.1-2, 1.4.12.A.4, 1.4.12.B.1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How did the evolution of printed materials help the decimation of music?	The composers of Tin Pan Alley.  The effect of Tin Pan Alley on the music industry.	Current textbook  Class discussion  Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>	Lecture  Power Point presentation  Audio/visual resources (You Tube, recordings)	Written tests and quizzes  Choral /Individual responses  Project assessments
How did the evolution of the phonograph expose the public to popular music?	The importance of copy right laws and ASCAP.	Media Center resources		
How was African American music incorporated into Tin Pan Alley?	Lack of recognition			
How did vaudeville affect the popularity of Tin Pan Alley?	Dissemination of the music			
How did commercial radio affect the music of Tin Pan Alley?	Music now reached a larger portion of the population			
How did the following composers contribute to the popularity of the Tin Pan Alley Era: Irving Berlin, George & Ira Gershwin, John Philip Sousa, Scott Joplin, W.C. Handy, Cole Porter, King Oliver, Oscar Hammerstein, Phil Ziegfeld, Al Jolson, Richard Rodgers & Lorenz Hart, and George Cohen?	Reason for their success			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #3: Country**

**Enduring Understandings:** Country music is considered one the truest American musical art forms.

**Essential Questions:** Why was the term *hillbilly* used to define country music?

How did the use of yodeling, guitars, mandolins, steel guitars, and ukuleles influence country music?

How did the radio contribute to the promotion of country music?

**Unit Goal:** The students will be able to recognize basic themes and structure of country music.

**Duration of Unit:** 2 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the origin of the term <i>hillbilly</i> ?  How was <i>hillbilly</i> used to define country music?	Billboard Magazine, previous names  Representation of southern culture	Current textbook  Class discussion  Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>  Media Center resources	Lecture  Power Point presentation  Audio/visual resources (You Tube, recordings)	Written tests and quizzes  Choral /Individual responses  Project assessments
How did the following techniques and instruments influenced country music: yodeling, guitars, mandolins, steel guitars, and ukuleles influence country music	Creation of unique sound			
What was the CMA and their mandate?  To what extent did radio and Hollywood contribute to the promotion of the “singing cowboy”?	Number of country radio stations  Audio visual promotion			
How did the following artists contribute to country music: Fiddlin’ John Carson, Charlie Poole and his North Carolina Ramblers, Vernon Dalhart, Jimmie Rodgers, the Carter Family, Roy Acuff, Gene Autry, Bob Wills and His Texas Playboys, and Roy Rogers?	Innovators of the genre			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				



**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #4: The Eruption of Rock**

**Enduring Understanding:** The evolution of rock is one of the most significant events in music history.

**Essential Questions:** How did all genres of pop music affect doo wop?

To what extent did racism have on suppressing African American artists?

How was gospel music different from rhythm and blues?

To what extent did cultural diversity have on rock 'n' roll?

**Unit Goal:** The students will be able to recognize the different genres and influential artists of rock 'n' roll.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
To what extent did the following artists impact the promotion of doo wop: the Drifters, the Coasters, Dion and the Belmonts, the Platters, the Dell-Vikings, the Four Seasons?	Different genres in their music  Vocal harmonies	Current textbook  Class discussion  Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>  Media Center resources	Lecture  Power Point presentation  Audio/visual resources (YouTube, recordings)	Written tests and quizzes  Choral /Individual responses  Project assessments
How did vocal sound contribute to the appeal of white artists to the mainstream audience?	The African American artist sounded to ethnic			
How did the church influence R&B?	Gospel harmonies influence R&B			
How did the following impact the eruption of rock 'n' roll: Bill Haley and the Comets, Jerry Lee Lewis, Fats Domino, Little Richard, Pat Boone, Chuck Berry, Ritchie Valens, Big Bopper, Buddy Holly, Robert Byrd (Bobby Day), Bo Diddley, Jimmy Reed, Ray Charles, Sam Cooke, Jackie Wilson, Elvis Presley, and Carl Perkins?	Multi cultural artist represented			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #5: Reaction to Rock**

**Enduring Understandings:** The backlash to rock ‘n’ roll only helped to solidify its status in music.

**Essential Questions:** Why did middle class parents fear rock ‘n’ roll?

How did covers of popular songs contribute to the “sanitization” of rock ‘n’ roll?

Why was the Brill Building considered “the New Tin Pan Alley”?

How did payola almost destroy the rise of rock ‘n’ roll?

To what extent did surf music define American pop music?

**Unit Goal:** The students will be able to analyze the various contributions to the music of this era.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did rock ‘n’ roll prepare teenagers to be good consumers?</p> <p>How did the increase in independent labels help contribute to the rise of the pop market?</p>	<p>Industry geared towards them.</p> <p>Large labels were behind the times cater to adult audiences.</p>	<p>Current textbook</p> <p>Class discussion</p> <p>Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a></p> <p>Media Center resources</p>	<p>Lecture</p> <p>Power Point presentation</p> <p>Audio/visual resources (YouTube, recordings)</p>	<p>Written tests and quizzes</p> <p>Choral /Individual responses</p> <p>Project assessments</p>
<p>Why did the record companies gathered together some New York’s best young songwriters?</p>	<p>Manipulation of music output. Tin Pan Alley</p>			
<p>What was Alan Freed influence on rock?</p>	<p>Famous DJ</p>			
<p>Why congress got involved with the payola scandal?</p>	<p>Fair Market</p>			
<p>To what extent did the following artists contribute to the reaction of rock ‘n’ roll: Johnny Ray, Conway Twitty, Pat Boone, Harry Belafonte, The Kingston Trio, Paul Anka, Neil Sedaka, Lesley Gore, Bobby Vinton, Chubby Checker, Duane Eddy, Ricky Nelson, Dick Dale &amp; the Del-tones, Bill Doggett, The Champs, Cozy Cole, Bill Justis, The Ventures, The Beach Boys, and Jan &amp; Dean?</p>	<p>Each represents a style of music popular in the 50’s (surf music, dance, country, teen idols)</p>			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #6: The 1960's**

**Enduring Understandings:** The 1960's were the most important era in popular music today.

- Essential Questions:**
- How was the political and musical America perceived during the sixties?
  - How did the form and style of popular music change during the advent of rock 'n' roll?
  - Why did folk music incur a comeback during this time?
  - To what extent did the Beatles completely revolutionize America?
  - How did mind-expanding drugs influence rock 'n' roll?

**Unit Goal:** The students will be able to describe the differences between the various styles of music that flourished within and impacted this era.

**Duration of Unit:** 6 weeks

**NJCCCS:** 1.2.12.A.1-2, 1.4.12.A.1-4, 1.4.12.B.1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why did civil rights activists tend to avoid the music of the sixties? How were spirituals used to represent the civil rights movement? How did the color-blindness of the Civil Rights movement help promote white rock 'n' roll music?	Religion views on race.	Current textbook  Class discussion  Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>	Lecture  Power Point presentation  Audio/visual resources (You Tube, recordings)	Written tests and quizzes  Choral /Individual responses  Project assessments
To what extent did the following girl groups popularize rock 'n' roll music during this decade: the Shirelles, the Ronettes, the Shangri-Las, the Chiffons, the Supremes, and Martha and the Vandellas?  How did Motown define the sixties?  To what extent did the following Motown artists define the sixties: the Four Tops, Marvin Gaye, the Temptations, and Dionne Warwick?	Girl groups domination  Different sound  Counterpoint to the British invasion	Media Center resources		
How did the following artists contribute to the popularization of folk music during its revival: Pete Seeger, Woodie Guthrie, Bob Dylan, Janis Joplin, Phil Ochs, Peter, Paul, and Mary, Joan Baez, and Curtis Mayfield?	Themes of music			
How did the following artists of the British Invasion contribute to rise of this style of rock 'n' roll: Gerry and the Pacemakers, Herman's Hermits, the Hollies, Dusty Springfield, Petula Clark, the Kinks, the Animals, the Rolling Stones, and the Byrds?  Why did the following American artists have chart topping hits during the British Invasion: Simon and Garfunkel, the Lovin' Spoonful, and the Mamas and the Papas?	Followed Beatles solidified trend  Appealed the counter culture			
How did acid rock revolutionize blues music? To what extent did the following blues artists bring psychedelic rock to the forefront: Jefferson Airplane, Grateful Dead, Blood, Sweat, & Tears, Cream, and Janis Joplin?	Harmonies change to minor  Structure and harmonics of music			

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #7: The Fragmentation of Pop**

**Enduring Understandings:** Music is a direct reflection of its environment and history.

**Essential Questions:** How did the improvement in the recording technology alter the production of music?

Why was the term “progressive rock” used to define the music of the seventies?

How were soft rock and hard rock different?

How did the women rockers transfigure this era?

**Unit Goal:** The students will be able to compare and contrast the varying styles of music and the influencing artists of the late 1970s.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why was the new recording technology detrimental to rock ‘n’ roll?	Cassette tapes, people had more control	Current textbook Class discussion	Lecture  Power Point presentation	Written tests and quizzes
Why is the Beatles’ album <i>Sgt. Pepper</i> considered revolutionary in the music business?  Why was black music considered the foundation of progressive rock?	Musical art piece  R&B based music	Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>  Media Center resources	Audio/visual resources (You Tube, recordings)	Choral /Individual responses  Project assessments
To what extent did the singer/songwriter have on the evolution of rock ‘n’ roll: Joni Mitchell, James Taylor, Carly Simon, Carole King, and Helen Reddy?  How did Bruce Springsteen, Van Morrison, and soloist John Lennon break out of the restrictions of soft rock?	More introspective music  Demanding listening experience			
How did the women rockers transfigure this era: Maria Muldaur, Melissa Manchester, Bonnie Raitt, and Linda Ronstadt?	Demand of spotlight			

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #8: Punk and Disco**

**Enduring Understandings:** The parody that exist between punk and disco move pop music to a new direction.

**Essential Questions:** Why was popular music considered centrist, corporate, and safe during the late 1970s?

How were punk and disco different, and the same from each other?

How did disco record sales prosper without radio airplay?

How were the two ends of the soul spectrum considered different? Same? (i.e. Sound of Philadelphia and James Brown)?

**Unit Goal:** The students will be able to compare and contrast elements, influences, and characteristics between punk and disco music.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>To what extent did the following “lounge acts” have on this portion of music history: The Carpenters, Barry Manilow, Bette Midler, Neil Diamond, Barbra Streisand, Captain and Tennille, and Paul McCartney?</p> <p>Why were the following pop rockers of this time considered only slightly more adventurous: Fleetwood Mac, Elton John, Billy Joel, and Steely Dan?</p>	<p>Safe, centrist music</p> <p>Originality in music</p>	<p>Current textbook</p> <p>Class discussion</p> <p>Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a></p> <p>Media Center resources</p>	<p>Lecture</p> <p>Power Point presentation</p> <p>Audio/visual resources (You Tube, recordings)</p>	<p>Written tests and quizzes</p> <p>Choral /Individual responses</p> <p>Project assessments</p>
<p>Why were the Sex Pistols considered so important before and after their U.S. debut?</p> <p>To what extent were the Sex Pistols and the Clash considered similar? And different?</p> <p>To what extent did the following American punk groups influence the new genre: Patti Smith, Blondie, the Ramones, and Talking Heads?</p>	<p>New, unexpected sound</p> <p>Revolutionaries of rock</p> <p>Simplify music writing</p>			
<p>How did KC and the Sunshine Band, Donna Summer, and the Village People contribute to the crossover of disco into the pop world?</p> <p>Why were the Bee Gees considered the white supergroup in the disco world?</p>	<p>Radio ready disco music</p> <p>Major exposure with radio and movies.</p>			
<p>To what extent did Stevie Wonder, Earth, Wind, and Fire, Kool and the Gang, and George Clinton define the funk movement?</p>	<p>Mixture of jazz, soul, gospel, pop, rock and African music.</p>			

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #9: The 80's**

**Enduring Understanding:** The evolution of the music video was pivotal point in pop music during the 1980's.

**Essential Questions:** How did the new technology of the early 1980s, cause a decline in record sales?

How did MTV revolutionize the pop culture in the early 1980s?

How did the record industry change during the early 1980s?

How did the movies contribute to the popularity of music?

**Unit Goal:** The students will develop an appreciation for the music, the artists, and the early video form of the 1980s.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.1, 1.4.12.A.1-3, 1.4.12.B.2-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How did the introduction of synthesizer and electronic music change 80's rock?	A larger dependence on technology.	Current textbook Class discussion	Lecture Power Point presentation	Written tests and quizzes
To what extent did the visual portion of a music video out-do the musical portion? How did Michael Jackson single-handedly reformat MTV and the pop world? Why is Madonna considered a progressive rock star?	A big emphasis on looks rather than substance.  Bigger and better videos.  She transformed her image and style repeatedly.	Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a> Media Center resources	Audio/visual resources (You Tube, recordings)  Special Projects (create a music video)	Choral /Individual responses  Project assessments
Why did the LP make a comeback during this time?	LP's represented a larger body work			
Why crossover projects were considered a sign of the times?	More exposé for artist			
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #10: Rap and Metal**

**Enduring Understanding:** The simplification of chords, melody and rhythms are the main characteristics of rap and metal.

**Essential Questions:** How were rap and metal music similar?

How did MTV influence the popularity of heavy metal?

To what extent did heavy metal's popularity set restrictions on the music?

How were "hip-hop" and rap created?

How did rap influence television and movies?

**Unit Goal:** The students will be able to identify the various artists and styles of popular music with emphasis on rap, metal, and hip-hop.

**Duration of Unit:** 3 weeks

**NJCCCS:** 1.1.12.B.1-2, 1.2.12.A.2, 1.3.12.B.1-2, 1.4.12.A.1,3-4, 1.4.12.B.1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the themes used in both genres of music?	Womanizing, aggression	Current textbook	Lecture	Written tests and quizzes
How did the audience first receive each one of these genres?	Protest against themes, Laws against indecency	Class discussion	Power Point presentation	Choral /Individual responses
How did the following groups create a new wave of heavy metal: Iron Maiden, Def Leppard, AC/DC?		Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>	Audio/visual resources (You Tube, recordings)	Project assessments
How did the various categories of heavy metal differ from one another?	Speed metal, thrash, lite metal, hard rock	Media Center resources		
Why were the following groups considered "lite metal": Def Leppard, Quiet Riot, Van Halen, Mötley Crüe, and Bon Jovi?	Use friendlier themes, female freindly			
To what extent did the following speed/thrash metal groups influence this genre of heavy metal: Metallica, Slayer, Testament, Megadeth, Exodus, and Possessed?	Influence on teenage boys.			
What are the roots of rap?	How 60's R&B laid the ground for it.	Current textbook		
Why is Run-DMC a representation of a departure from first-generation rappers?	Creation of a unique sound.	Class discussion		
Why is gangster rap a voice of the inner city?	Communities relating to the themes of groups like NWA.	Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>		
Who are the major artist and how did the music evolve?	NWA, Ice-T, Snoop Dogg, Biggie Smalls, Tupac	Media Center resources		
Why is rap considered "sexist"?	Themes in songs, depiction of women in videos.			
To what extent was violence associated with rap music?	Deaths of Tupac and Biggie Smalls			
<b>Suggestions on how to differentiate in this unit:</b>				
<ul style="list-style-type: none"> <li>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</li> <li>• A wide variety of assessments and strategies complement the individual learning experience.</li> </ul>				

**Freehold Regional High School District  
Appreciation of Popular Music I/II**

**Unit #11: The Future of Music**

**Enduring Understanding:** Technology is one of the biggest factors in promoting popular music.

**Essential Questions:** Why did the record companies oppose the internet?

How did government attempt to control the piracy and theft of popular music?

To what extent did Apple’s iTunes and the legal Napster satisfy the record industry?

**Unit Goal:** The students will be able to identify elements of hip-hop and other genres of “new American music” while developing an understanding of what is considered legal and illegal in terms of downloading music and using music-based technology.

**Duration of Unit:** 2 weeks

NJCCCS: 1.2.12.A.1-2, 1.4.12.A.4, 1.4.12.B.1-3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What was the record company’s biggest argument?  What effect did the internet have on their record sales and concert sales?	Copyright laws infringement  Illegal downloads, free music, Ticket Master and Live Nation	Current textbook  Class discussion  Internet <a href="http://www.rockhall.com/programs/plans.asp">http://www.rockhall.com/programs/plans.asp</a>  Media Center resources	Lecture  Power Point presentation  Audio/visual resources (You Tube, recordings)  Special Project (develop an idea for new ways to bring music to the people)	Written tests and quizzes  Choral /Individual responses  Project assessments
What laws go on effect?  How did the government track the infractions?	Government monitoring of internet downloads  Amount of downloads, red flag internet sites			
How did Napster become so popular?  What agreement did this companies reached?  How did iTunes become the industries standard?	Share file community  Napster becomes a paid site.  Apple’s iPod and iTunes combination.			

**Suggestions on how to differentiate in this unit:**

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.