

Learning Experience

LE Title: Music Generations

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Grade Level: 9

School : Oriskany High School

Topic/Subject Area(s): Music

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LEARNING CONTEXT

Students will compare and contrast music of different generations, focusing on musicians, fads/trends, and current events.

CONNECTION TO STANDARDS

Standard #2 - Knowing and Using Arts Materials and Resources (students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles)

AASL Learning Standards/Library & Information Skills Learner Outcomes addressed in assessment:

#1 – Exhibit proper library media center behavior

#21 - Identify and use electronic resources

#29 – Be able to paraphrase information

#32 – Use specialized encyclopedias and subject dictionaries

#33 - Search appropriate commercial electronic and online resources to access information.

#35 - Understand plagiarism and the need for documentation when doing a research project.

ESSENTIAL QUESTION(S)

How are music generations the same and/or different?

CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL

Declarative

1. Understand the use of Resources
2. Define Facts on History and Music

Procedural

1. Gather information and materials
2. Apply Music Terminology

PROCEDURE

Teacher initiates research in the library for students to look up information regarding their generations, musicians, fads/styles, and current events. There is informal assessment that occurs at this time while the teacher walks around the room assisting students in their research.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

Students may need additional help in researching and may work with a partner if necessary.

TIME REQUIRED

Usually two to three 40-minute class periods is sufficient for the students to successfully gather their information.

RESOURCES

- Various encyclopedias, music books, and magazines provided by library media center.
- Websites:
 - <http://www.allmusic.com>
 - <http://www.vh1.com>
 - <http://www.mtv.com>
 - <http://www.rollingstone.com>
 - <http://www.wgeneration.com>

ASSESSMENT PLAN

APPENDIX A

Based on the following grading scale. Students are graded by teacher observation of their progress and teacher facilitated questioning.

Rarely-1, Sometimes -2, Usually -3, Always-4

_____ 1. Student demonstrated an understanding of how to effectively group the information he/she found.

_____ 2. Student demonstrated a clear understanding of the project by the information collected.

_____ 3. Student demonstrated an understanding of the differences and similarities between generations past and present and how they were effected by music and the events of that period in history. (Through the information collected and gathered. Teacher facilitates questions to check for student understanding.)

_____ 4. The student demonstrated an understanding of the generations of the people that were influenced by music. (Through the information collected and gathered. Teacher facilitates questions to check for student understanding.)

APPENDIX B

Based on the following grading scale. Students are graded by teacher observation of their progress.

Rarely -1, Sometimes -2, Usually -3, Always -4

_____ 1. Student understood how to gather information from the library media resources.

_____ 2. Student remained productive during the research time.

_____ 3. Student used many types of resources, such as books, Internet, magazine articles, newspaper articles, Electronic Library, etc.

_____ 4. Student demonstrated an understanding of how to effectively group the information he/she found.

_____ 5. Student demonstrated a clear understanding of the project by the information collected.

Appendix C

Name:
Music Generations

Date:

This project is designed for you to look at the growth and development of music that has occurred from your generation and the generations that came before you. The first part of the project will have you researching groups and performers as well as trends and current events from the 1940s – 2000s.

Select one performer/group from each decade to research. Include the following information about the musicians, trends/fads, and current events.

- About the performers
 - Name of the performer
 - Dates popular within the decade
 - Three popular songs
 - Three popular albums
 - Style of music performed
 - Instruments used
 - If a trend was started from the music or performer (dance crazes, clothing styles, style of music itself, catch phrases, etc.)
 - Controversies
 - Significant events that may have effected the popularity of the performer in a good or bad way (if any)

- About the decade
 - Fads and Style Trends
 - Dance trends
 - Who was president
 - Famous automobiles
 - Wars (Conflicts)
 - Pop Culture (top movies, t.v. shows, personalities)

The music choices:

- | | |
|---|---|
| 1. 1940's
Frank Sinatra
Billie Holliday
Charlie Parker
Duke Ellington
Vera Lynn
Louis Armstrong | 2. 1950's
Buddy Holly
Elvis Presley
Harry Belafonte
Laurence Welk
Nat "King" Cole
Jerry Lee Lewis |
|---|---|

3. 1960's
Beatles
Simon and Garfunkel
Jimi Hendrix
Bob Dylan
Miles Davis
Janis Joplin
Supremes
Temptations
Chubby Checker
Monkees

4. 1970's
Pink Floyd
Bee Gees
Led Zeppelin
Joni Mitchell
Fleetwood Mac
Blondie
James Taylor
Eagles
Carpenters
Queen
Elton John

5. 1980's
Michael Jackson
Madonna
Cyndi Lauper
Bruce Springsteen
The Police
Talking Heads
Bon Jovi
Van Halen
Ozzy Osbourne
Run DMC
Beastie Boys
The Buggles

5. 1990's
Nirvana
New Kids on the Block
Smashing Pumpkins
Beck
Pearl Jam
Aerosmith
2 Pac
Will Smith
Notorious BIG
Janet Jackson
Ace of Base
Garth Brooks
Alanis Morissette

6. 2000's
Brittany Spears
Creed
Kid Rock
Staind
N*SYNC
Faith Hill
Destiny's Child
Usher
P-Diddy
Alien Ant Farm
Aaliyah

Pink
Linkin Park
S Club 7
Incubus
Christina Aguilera
Ricki Martin
System of a Down
Godsmack
Drowning Pool
No Doubt
Jennifer Lopez

STUDENT WORK

Available Upon Request

REFLECTION

This project is designed to be a supplement to the chapters from the Music and It's Importance In Our Lives textbook. It is an excellent tool to have the students review the past year's lessons on various music styles and generations. This is only the library section of the project. There is also a computer lab section if you would like it, please email me!