



The Message In The Music

by Sandra Spraggins, 2019 CTI Fellow
Irwin Academic Center

This curriculum unit is recommended for 4th and 5th Grade Social Studies, Music, and Technology

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Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: This unit will serve as an enhancement of what students are learning in their classroom about history. Throughout this unit students will listen to and correlate music and its elements to what was happening historically. Through my collaboration with classroom teachers, students will get a deeper understanding of the historical origins of songs and their meanings. They will research various types of musical genres along with what is happening historically in the US and in the world. By listening to various types of music, they will relate the words, rhythm, and instruments used to the artists' experiences and messages. Various technology-based programs will be implemented to enhance what the students are learning. Within a learning team, students will create a combined music and history timeline from a musical category that they are given. They will read song lyrics and share feelings that are generated by creating a word cloud. With the use of Google Forms, students will survey their classmates on favorite music genres. The culminating activity will allow students to create their own song or lyrics using Garage Band in order to tell their story.

I plan to teach this unit during the coming year to 24 students in 4th and 5th grade during Enrichment Lessons

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The Message In The Music

Sandra L. Spraggins

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." – Plato.

Introduction

Did you ever just take the time to listen to the music our students are listening to today? I mean, really stop and listen. Take in the words, the beat, the choice of instruments, the rhythm, the melody. Do you feel the mood, understand the background, the origins? My guess is, probably not. If we, as adults, don't it is my best guess that our students probably don't either. They choose music by what their friends are hearing, they listen for the "curse" words, the statements that would make others flinch, they like the beat because it makes them want to move. They may relate to the words because it is what they are experiencing in their own lives but is that what music is all about? Is that what THEY think music is all about?

A great quote from Michael Jackson says, "To live is to be musical, starting with the blood dancing in your veins. Everything living has a rhythm. Do you feel your music?"¹

One from Victor Hugo, "Music expresses that which cannot be put into words and that which cannot remain silent"²

Music tells us our history; it is our history. It is what others have used to tell a story, share their feelings, awaken emotions, teach a lesson. It is a way of making sure that a time in our past is not forgotten. Our students don't know this. They haven't been taught the history. All the way from the 1600 Baroque Period, to the 1899 Ragtime, to 1910 Jazz, to 1940 R & B, to 1950's Rock, to Rap and Punk Rock. There is a history, a story that has been told. One that must be heard.

¹ n.d. "Music Quotes (4915 Quotes)." *Good Reads*. Accessed September 17, 2019.
<https://www.goodreads.com/quotes/tag/music>.

² n.d. "Music Quotes (4915 Quotes)." *Good Reads*. Accessed September 17, 2019.
<https://www.goodreads.com/quotes/tag/music>.

Rationale

Students haven't learned how to listen to a song's harmony, rhythm, timbre, melody, dynamics, and instruments to really see and hear what the artist is trying to portray. They don't really listen to the words and their underlying meaning; what the story is really trying to communicate to them. When studying history, they fail to see the relationship between what was happening historically and the music that was being produced. They do not see music as a communication tool to share what was happening at the time, how people were feeling, what people were experiencing. How settlers carried their musical traditions with them is something that is not addressed in the classrooms. Students don't see the connection between cultures and the creation of various musical genres. Today students listen to music but don't understand the message, the history, the feelings that the artist is trying to share. Why did the artist choose that beat or those instruments?

School/Student Demographics

Irwin Academic Center is located in uptown Charlotte, NC. Our school houses six grade levels which includes kindergarten through fifth grade. Our enrollment is about 356 students. Irwin is the only CMS full magnet program for Learning Immersion (K-2) and Talent Development (Academically Gifted-grades 3-5) students. Both programs are accelerated and offer students rigorous and academically challenging curricula. Students are enrolled by entering a lottery drawing which is held in early spring. We are also an Individualized Learning school. Teachers use a method of teaching in which content, instructional technology, and pace of learning are based upon the abilities and interest of each learner. The students come from diverse economic backgrounds and tend to come to school with higher academic levels than the grade they are attending. They tend to be self-motivated, ready to learn, with strong parental support.

I teach K-5 technology and see each class once a week. All grades have technology for 50 minutes. I teach keyboarding, internet safety/digital citizenship, word processing and spreadsheets throughout the year. I also teach Coding, 3-D printing, and Virtual reality. By integrating all academic subjects and creating PBL units, students are able to use real-life technology applications within their grade level's curriculum.

Unit Goals

The goal of this unit is to have my students experience music in a whole different way. To really learn the history and the meaning that others have tried to share through music. I also want them to be able to learn how to use music as a way of expressing their feelings and ideas. From the basic introduction of the history of various music genres, to seeing the actual history that was happening when various songs came out, to finally expressing their own feelings and experiences using the parts of music and words. I want them to learn how to "feel the music." I want them to be able to share "that which cannot remain silent."

Using various types of technology students will not only accomplish this goal but will also learn how to incorporate various technology tools which they can use in the future. Students will create a timeline using the program “Timeliner”, create a Google Form in order to collect and access data, share their feelings using “Word Cloud,” and create their own music using “Garage Band.”

By the end of this Unit, I want my students to look at and listen to music in a whole different way. I want them to really look inside of the song and its artist. When they choose a song to listen to, I want them to understand what they are hearing and the meaning behind the elements that the artist has chosen. I also want them to use music as a way to express their feelings and emotions. I want music to be an outlet for them as they deal with their day to day experiences.

By following both the Social Studies and Technology Standards for 4th and 5th grade, teachers who choose to use this unit will be able to incorporate music into these areas. I feel that music is a universal subject that a huge majority of our students can relate to. It is often music that a student will turn to when needing a break or need to deal with a life issue. What better way to use that interest and bring in NC Standards into the classroom at the same time?

Content Research

The availability of information is very limited on the using music to teach history or even the history of music itself. I have only been able to find 1 book that happens to be a children’s book entitled, “The Roots of Rap.” Most of my research has been done online or through the discussions during my CTI class.

While researching the history of music itself, I found conflicting data. The website, “softschools.com” contains a timeline which seems to agree with most others on musical history from the 1600 Baroque Period to the 1974 beginnings of Rap. After that, I was able to do further research with 1977 Disco, 1981 Pop Video (MTV), and then 1988 Gansta Rap. Obviously, we could go further back and investigate caveman pounding on a rock with a stick (yes, even that is considered music) but I wanted to look more at the” organized” type of music. Within those genres, you could also get a lot more specific but with the limitations of time to teach this unit, I want to stay broader and include as many genres as possible.

Using each musical style, I wanted to learn more about what differentiates each from the other. What was their purpose at that time in history? What was happening, what was the need of the people, what were they trying to express, who were its founders?

From the 1600’s through the 1900’s we find 3 main types of music: Baroque, Classical, and Romantic. It is my plan to combine these 3 since they are close together with their musical types and instrumental choices. Baroque (1600-1750) being more “ornamental” and having its roots in Europe, it is known for its strict musical forms. During this time, life was expressed through lavishness and intensity and the musical expressions were reflective of this. Kings and Queens along with the strong religious power created the music of that day and time.

During the Classical Period (1750-1830) music becomes much “lighter.” It has much less complexities in its choice of instruments and structure. Beethoven creates his first Symphony in 1799. Handel’s Messiah is brought to America in 1770. It is during these times (1775-1783) that the U.S. is involved in the Revolutionary War and in 1789, the beginning of the French Revolution. Songs such as: Yankee Doodle; a beautiful ballad by Thomas Paine called “The Liberty Tree;” and an old burlesque tune which was turned into a song called “Sullivan’s Island” which talks about an unsuccessful attack by the British were popular here in the young United States.

From 1830-1900 we have the Romantic period in music. This is associated with the expression of feelings and emotions through instrumentation. Orchestras become much more important and larger. Patriotism and love of country were strong influencers. “The music represented something (such as an element of nature, like a sunrise), or expressed something (such as love of country or patriotism) or described something (such as a poem).”³ Composers of that time were Chopin, Wagner, Brahms, Tchaikovsky, and John Philip Sousa.

The next big time period for music is 1899 when Scott Joplin introduced “Ragtime.” This type of music was known for its syncopated and ragged rhythm. The birth of Ragtime came from the desire to get away from the “march & 2-step” and create a looseness, natural flow, and air of excitement and spontaneity. Its music was always accompanied by the piano. (Piano sales skyrocketed across America with the introduction of Rag Time). The banjo, guitar, and mandolin were also popular instruments for this genre of music. When Rag Time was first introduced at the Chicago World’s Fair it was known as “coon music” and was used as parodies of the black culture and their speech yet ragtime’s origin came from self-taught and largely uneducated musicians: slaves; hill folk of Kentucky, Tennessee, Virginia, and the Carolinas; and minstrel-troupe musicians. Missouri seemed to be the birthplace of real ragtime with musician such as James Scott and Joseph Lamb. Scott Joplin’s “Maple Leaf Rag” sold over 1 million copies in 1914.

In 1903 W.C. Handy heard a blues song while waiting for a train and went on to publicize this style of music. Before that time, the blues originated on Southern plantations in the 19th century. Slaves, ex-slaves and the descendants of slaves—African American sharecroppers who sang as they worked in the cotton and vegetable fields were the original artists. It’s generally accepted that the music evolved from African spirituals, African chants, work songs, field hollers, rural fife and drum music, and revivalist hymns. It was not until the 1930’s and 40’s that the Blues started to spread from the south to the Midwest. Artists such as: Son House, Leadbelly, John Lee Hooker, Robert Johnson, and Muddy Waters were popular. Most blues songs are composed with the use of just a solo singer and a guitar but instruments such as the banjo, kazoo, harmonica, fiddle and even a washboard are used. When talking about the Blues, it is important to note that

there are many forms of the Blues including the “Memphis Blues,” “Jump Blues,” “Boogie Woogie,” and the “Texas Blues” each with its own individual style and reason for being.

The early 1910’s brings us New Orleans Jazz. Later, several different jazz styles popped up across the country each having its own regional variation. Although Jazz was originally started by the black population, white society modified it to make it more “acceptable” to that group. Jazz helped people through the dark times of WWI with its lively and improvisational music style. As jazz progressed, we here in the U.S. were experiencing the end of WWI and the “Roaring 20’s.” Hairstyles and clothing changed dramatically. “Flappers” became popular as they danced to the Jazz beat and as women got the right to vote. This was also the time of Prohibition and gangsters John Dillinger and “Baby Face” Nelson. Famous Jazz singers were: Joe Oliver, Johnny Dodds, Louis Armstrong, and Ella Fitzgerald. Unfortunately, with the Great Depression hitting America hard, so ended the era of Jazz. Fortunately, we are seeing a rebirth of Jazz that can be heard on the radio today.

By the 1930’s jazz had led to the birth of Big Band and Swing. Large bands, band leaders, and lively dance music were all characteristic of this genre of music. Big Bands usually consisted of 10 or more musicians with a saxophone section, a trumpet section, a trombone section and a rhythm section. With the popularity of the radio, the Big Band sound became very widespread in households throughout the United States. It tended to uplift morale during the hard times of World War II as many bands would travel to play for the troops. At this time, because of segregation, traveling was very difficult, and many band members would quit. Band leaders would be the “stars” of the show instead of the actual musicians themselves. These included names such as: Duke Ellington, Count Basie, Artie Shaw, Benny Goodman, and Glen Miller.

Country Music started around the 1920’s and is still going strong today. It gets its roots from the Appalachian Mountains and quickly spread to the southern states. In 1929, Vernon Dalhart produced the first country song called “Wreck of the Old ‘97” but it is Jimmy Rogers who is known as the “Father of Country” when his song “Blue Yodel #1” was released. Country music became much more prevalent as mass media was now available to more and more households and Western films became very popular in the 30’s and 40’s backed by the country and cowboy TV shows. The “singing cowboys” such as Roy Rogers and Gene Autry allowed Country music to spread to all 4 corners of the US. From Country came many different forms and artists such as: “Honky-tonk,” “Bluegrass,” “Nashville Sound.” Yet, as the years grew, so did the country and society. Many “country” singers were getting tired of the traditional “suit, tie, and cowboy hat” look and from that the “Outlaw Movement” was born. Singers such as: Willie Nelson, Waylon Jennings, and Merle Haggard went against the grain, burned the leisure suits and let their hair grow long. In the 1970’s country music lost its popularity big time with the introduction of Disco and Rock. Country singers knew they had to make some big changes, or their genre would die. We started seeing more “Country” movies in the theatres including “Urban Cowboy” along with country stars becoming movie stars like Dolly Partin and Kenny Rogers. Other newcomers at this time were Alabama, Reba McEntire and Micky Gilley. Throughout its history, Country music has been known to address many issues both personal and public. It has not been afraid to stand up and criticize popular belief and political stance.

While WW II was happening and people were being affected by the rationing of food and everyday supplies, the birth of R & B occurred. This name was created by Billboard Magazine and was used to replace the term “Race Music, its former name. At a time in 1948 when Jackie Robinson was breaking the color barrier in baseball, black youths and singers in “Honky-Tonks” were belting out songs of heartache and love. R & B music was considered “low brow” when compared to the “high brow” music of Jazz. Beginning groups such as: The Cardinals, The Swallows and the Clovers gave way to more popular singers such as Michael Jackson, Dionne Warwick, Diana Ross, Tina Turner, Sam Cooke, Barry White, and the list goes on and on. Their songs covering all aspects of life and what was and is happening in our world. It looked at life through the eyes of African Americans and the struggles that they were experiencing. It brought about the blue lights for dancing and red lights for “the slow drag” dancing of dance parties in the basements of many homes.

And then there was Rock! It began in the early 50’s and was a combination of blues, jazz, gospel as well as country. Alan Freed, a popular DJ is credited for the term. The social and economic changes in the United States greatly contributed to its beginnings. It was largely guitar driven with a heavy dose of drums in the background. It fueled the youth culture of the day. Although it was a catalyst in the merger of black and white culture, it also fueled the racist groups that were becoming popular at the time. The gyration of the hips, the flailing of the hands, and the banging of the heads caused parents everywhere to ban this type of music which they called, “The Devil’s Music”. Movies such as “The Wild One” and “Rebel Without a Cause” shared this defiance through music. The lyrics and sound were more aggressive that had been heard in the past. The lyrics and innuendos were exotic, thrilling, and illicit. Producers saw the need to “clean up” the music and therefore introduce singers such as Pat Boone and Frankie Avalon. Even Elvis cleaned up a bit with his newfound movie fame. Shows like American Bandstand showed the more acceptable side of Rock. As the electric guitar and bass became part of the music with its hardcore sounds, so did the lyrics and aura of the genre. Groups such as Led Zeppelin, The Rolling Stones, The Beatles, Pearl Jam, and AC/DC all gave Rock it’s history and sound. They are a small portion of the groups and individuals that still make Rock and Roll one of the most popular genres of music even today.

Disco, the music that makes you dance. The music that created some of the most memorable clubs in America and one of the most iconic movies of all time, “Saturday Night Fever.” It actually can be traced back to the 60’s when “Fad Dances” became the rage. The Twist, The Monkey, The Pony, The Jerk. “It emerged out of an urban subculture. Some analysts have asserted that disco is as a result of a reaction against the dominance of the rock music as well as stigmatization of the dance music by the counterculture that emerged during that time”.⁴ Disco “house parties” started by the DJ David Mancuso were organized underground so that countercultures such as gays, lesbians, and transsexuals could dance and hold each other close without the shun from the outside world. It has the sounds of soul, pop, funk, and salsa. It allows for both freeform dance and a very rehearsed dance between two people. The music usually

⁴ <https://www.worldatlas.com/articles/what-was-disco-dance-music-and-where-did-it-begin.html>

consists of strings, electric piano, horns, and rhythm guitar. Early Disco songs such as “Love Train” reflected the thoughts and feelings of that original counterculture group. Other popular Disco recording artists are Donna Summer, KC & the Sunshine Band and The Bee Gees.

On August 11, 1973, DJ Kool Herc brought Rap Music in the US through “House Parties” in the Bronx, NYC. He tried something call “Merry Go Round” where he started using 2 turntables to play more uninterrupted music. His friend and also a DJ, Coke La Rock started talking to the beat. These beats that originate from funk, soul, and disco gave artists a new and exciting form of expression. “Thousands of years ago in Africa “griots”, were village story tellers who played basic handmade instruments while they told stories of their family and local current events. This style of talking while music is playing is rap music as we know it at its root form. The griot is still a major form of communication in Africa still to this day.”⁵ This was the birth of RAP as we know it. It became mainstreamed in 1979 with the song “King Tim III” but was quickly overshadowed by the group Sugar Hill Gang and their song, “Rappers Delight.” Whether fortunate or unfortunate, RAP quickly turned from entertaining music to angry, hateful, and threatening with the birth of Gansta Rap in 1988. Rap artists became known more for their “thug-like” and “gansta” lyrics and behavior which many younger listeners seemed to gravitate to. Rappers like Chinx, Scott La Rock, Tupac, Stretch, and Jam Master Jay have all been killed by gun fire and violence. Although they tried to communicate life as they saw it, their lyrics and behavior gave Rap a bad name. Today, we have seen more of an upswing of Rap with artists such as Will Smith, Shad, Trip Lee, and Chance The Rapper (one of my favorites).

With all this history of music, I turn to an article I read called, “Different Drummers: Using Music to Teach History,” It states that since music is such a huge part of our student’s lives, why not incorporate it into our lessons, especially history. As I have previously shown, the various genres of music all stem from what was going on in history at the time. The historical influences that shape and form music, both the lyrics and the melody, is strong. A quote by Bruno Nettl from this article states, “One cannot really understand a culture without taking into account the almost inevitably great importance of its music,”⁶

We, as teachers, always want to use documents to share historical events since they are a primary source. But music is also a primary source. We can print out the words if we feel the need to have a piece of paper in the hands of our students. The songs are creations of the time. They have been made to share feelings, events, cultures, life itself. They evoke feelings as we listen to the sounds and words a lot of times more than the paper in our hands. Also, that paper in the hand can be misinterpreted though the ages of time but a song can be heard just as it is supposed to be, most of the time by the artist him or herself. We can’t hear Thomas Jefferson read the Declaration of Independence. Music can engage a student’s mind and feelings. He or she can sometimes relate to what is being heard. Music is a great way to introduce a new subject or

⁵ <https://colemizestudios.com/how-did-rap-start/>

⁶ Bruno Nettl, “Ethnomusicology: Definitions, Directions, Problems,” in *Musics of Many Cultures*, ed. Elizabeth May (1980),5.

culture, or event. And what is great is that music has no boundaries when it comes to age (although you must be mindful of the lyrics) a child at any age can listen to music. A child of any age can relate to music. A child of any age knows music.

Which brings me to the area of my lesson where I want my students to learn how to relate to what a musical artist is trying to share. The feelings, passions, emotions, excitements, and despairs. How is the artist portraying this? Is it the musical tone, the harmony, the rhythm, the timbre? Is it through the instruments, the dynamics, the beat? By giving them the opportunity to listen to various musical messages both with lyrics and without and then share what feelings they evoke within themselves and why. Is that what the artist wants them to feel? What was the message they wanted to get across? Were they successful?

Instructional Implementation

Teaching Strategies

My initial teaching strategy will be to introduce students to the historical background of the various genres of music. Through a timeline style presentation which will incorporate videos, musical recordings, archived photographs, and classroom discussion, I will acquaint the students with musical styles. I anticipate that this will enhance the need of the students to discuss and learn more about them so I may allow students to form groups and do some further research which they will then present and share with the class. This will also be a good technology lesson in appropriate research strategies, reliable sources, and citing information.

From there, students will begin to look at what was happening historically in both US and World history. They will create a timeline of their own using the program, “Google Drawings.” Again, I may alter this strategy and have students only choose one music genre and look at multiple historical events during that time alone. This may clarify the origins of the music a little better for them. They will share their “Google Drawings” presentation using Google Classroom.

Students will use “Google Forms” to generate a survey on the school’s favorite music varieties. From their results, students will create a graph which they will display on the Google Classroom. Discussion will occur around the survey’s results and conclusions that can be made. Results will also be announced on the school morning news show which will also play examples of that type of music throughout the week. I will also create a “Kahoot” game which is played on the computers. The game will consist of questions related to types of music and student opinion.

Allowing the students to learn how to “feel” music will be my next lesson. Using a “Word Cloud” generator on the Chromebook, students will document words that project how they feel while listening to a piece of music. I will choose 2 or 3 different types of music to play for the students. Each type will be very different from the other creating varying degrees of emotions and feelings. I will print out the student’s word clouds and have them attach it to a larger

background paper with their own drawings or other artistic pieces that they feel go with what they wrote. Students will share what they have done (if they want) with each other. Hopefully it will begin a discussion on the differences of what they created and why. Did they feel the way the musician wanted them to?

Using a variation of a lesson that I found on the “Recording Academy Grammy Museum,” I will focus on the words that are in a song. I will play a song with a very strong meaning. This will hopefully evoke a sense of importance to an artist’s lyrical meanings and message. The first time I play the song, I will just have the students give me their overall impression. What mood does it create? What is the meaning that the singer is trying to share? Is there anything that really stood out to them? After that, I will hand them the lyrics to the song on paper. They will read it and then highlight words or phrases that stand out to them. Does it change the way they originally felt about the song? We will discuss in more detail some of the phrases that they might not have understood. We will look for any figurative language (metaphors, similes, symbols, personifications). Are there any unique words or words with multiple meanings? What might have caused the artist to write this (history, personal experiences, news of that time)? I will most likely first choose a song from a writer that is not well known and then choose a more popular song.

Finally, the culminating activity will be the students creating their own music. They will take all that we have learned and discussed (history, musical content, lyrics, etc.) and create an original piece. They will use the program “Garage Band” to design and build their own “sound.” They can choose to only have instrumentals, or they can also add lyrics to it. They can choose to share their new creation or not. They will also have the opportunity to have their music played on the morning news show if they so desire.

I have considered doing this unit when we begin our Enrichment Electives which would give me a much more extended and focused time. Also, the students would choose the electives so they would already have a vested interest in the subject. I do anticipate other lessons that may come out of discussions and questions which may stem from what I have planned. I can see some lessons being stretched 2-3 weeks (when seeing the students once a week).

Classroom Lessons and Activities

Lesson #1 (3 days)

Objective: To introduce students to the historical background of music through the use of timelines, a Power Point presentation, videos, and other historical documentation including various primary sources. Students will connect the creation of a music genre with the historical occurrences of that time. They will find relationships with the types of settlers coming to North Carolina and the type of music they brought with them.

Students will also be introduced to the various musical styles and their characteristics.

Through group research, students will take a music genre and explore what was happening historically at that time.

Standards that will be covered this section are: 4.C.1.1, 4.C.1.2, 5.H.1.3, 5.H.2.2.

Student will conduct research through the use of teacher approved research sites. They will work as a group and share their documents with each other. Students will also be creating a timeline using Google Draw and a folder in their Google Drive to save all of their work for this unit.

Standards that are covered here are: 4.SI.1, 4.IN.1.1, 4.TT.1.1, 4.TT.1.2, 4.RP.1, 4.SE.1, 5.SI.1, 5.IN.1.1, 5.TT.1.1, 5.TT.1.2, 5.RP.1, 5.SE.1.

During the remaining classes, students will continue their research and timelines. On the final day, students will share their timelines using the Promethean Board mirroring capabilities where students can project what is on their screen to the Promethean Board.

Purpose: To introduce various types of music along with the characteristics associated with that music. Also, students will associate the creation of these music genres with what is happening historically.

Essential Questions:

What type of music do you like to listen to and why?

What types of music are there?

Where did these various types of music come from?

Can we relate types of music to what is going on historically?

Teaching Strategies: Whole group instruction, cooperative learning, internet based-technology, peer research and discussion, primary sources

Teacher Input: The teacher will create a Power Point presentation for students with the history of music that includes facts, videos, photos, etc. Teacher will point out primary dates that students will copy onto a hard copy of a timeline. The teacher will facilitate classroom discussions of what is being presented to check for understanding. The teacher will introduce the

students to a premade website (Weebly) and review it with the students (<http://technologyatiac.weebly.com/the-message-in-the-music.html>) where they will find various information and activities for this unit.

The teacher will then put the students into learning groups. Each group will be assigned a music genre. The students will create a Google Drawing where they will collaborate to create a timeline of historical events that occurred during the same time of their assigned music genre.

Students will use various teacher approved search engines to do their research and add to the timeline. They will work collaboratively to share and discuss what they find.

Vocabulary: Genre, dynamics, pitch, rhythm, timbre, tonality, Classical, Opera, Jazz, Blues, Folk, Country, Reggae, Pop, Rock, Rap, Rock and Roll

Guided Practice: The teacher will begin with the Essential Questions creating a class discussion about music in general. He/she will then present the Power Point facilitating the discussion on the music genre as they go along. He/she will assist the students in filling in their timeline also at this time.

The teacher will then put the students into learning groups and assign a music genre. He/she will demonstrate to the students how to create a shared Google Drawing and also how to create a folder each of their Google Drives so that they have a separate place to store their work for this Unit.

Independent Practice: Students will research their assigned music genre using the approved search engines located on the teacher created Weebly and add their information to the shared Google Doc.

Assessment: Students correctly create a folder in their Google Drive and create a shared Google Drawing within their group. Students are able to find pertinent information to add to their group's timeline. There is creative and supportive discussion within the student groups.

Suggested Materials:

Weebly Page- "The Message In The Music" - <http://technologyatiac.weebly.com/the-message-in-the-music.html>

Power Point Presentation- "The History of Music"

[THE MESSAGE IN THE MUSIC.pptx](#)

[Timeline Sheet](#)

Lesson #2 (3 days)

Objective: Students will have an opportunity to survey classmates and other students at the school on favorite musical artists, styles, etc. By using Google Forms, students will create their own survey form which they will share with other students. This will give them the chance to see what their peers are listening to. Students will combine all of the information from the surveys and create a graph to display the results. At the end of this lesson, students will be able to assess and learn about the various types of music that other elementary students are listening to. They will be able to compare and contrast the results.

The process of creating the survey, sharing it with other students, and analyzing the results will take 2 class periods to complete. On the final day, students will collaborate to create a bar graph showing the accumulated results.

Standards that will be covered are: 4.SI.1, 4.TT.1, 5.SI.1, 5.TT.1

Purpose: To compare and contrast the opinions of other students in the school when it comes to music appreciation. Also, to use the Google Forms program to create, share, and interpret the results of the surveys.

Essential Questions:

What type of music do you think your peers like to listen to? Would it be the same as yours?

Can we get an overall understanding of the genres of music that elementary students are listening to?

Can you take all the information gathered and create one general graph that shows the results?

Teaching Strategies: Whole group instruction, cooperative learning, collaboration, independent learning

Teacher Input: The teacher will instruct the students on how to create a Google Form and how to collect data from that form. There will be a class discussion on good and relevant questions to ask on the survey. Teacher will have a pre-made form created for the students to use as an example of what questions to ask and how to ask them.

The teacher will allow students to make their own forms while facilitating the learning and during the creation of the students' surveys.

The teacher will post a link to the surveys on the Weebly page so students have easy access to the form.

Students will collaborate on survey results and the teacher will instruct students how to put those results into a bar graph.

Vocabulary: Survey, bar graph, relevant, X-Axis, Y-Axis, data

Guided Practice: Teacher will begin with giving the students a pre-made Google Form asking them about their favorite type of music, etc. Students will complete the form and then discuss the results. What does the data show?

Independent Practice: Students will create their own Google Form with relevant questions about music appreciation. They will share the link to the Google form which the teacher will post on the Weebly site. Students will collect and analyze the results of their survey from the Google Form.

Assessment: Students will gather results from all the surveys and collaborate to create a bar graph which will show the overall outcomes. Students will make conclusions based on the bar graph. Teacher observation.

Suggested Materials:

Google Forms

Link to “Message in the Music” Survey--<https://forms.gle/Bw8na6ZjzNh4qmgQ8>

Lesson #3 (3 days):

Objective: Through the use of “Word Clouds” and drawings, students will associate what they hear with the feelings it creates. Students will listen to various musical genres with just instrumentation.

If desired, students can share their Word Clouds and drawings with each other. Discussions will be encouraged as to why they created what they did. What part of the music (beat, instruments, tone, etc.) made them feel the way they did?

Each class will be devoted to one particular genre of music.

Standards that are covered in this section are: 4.TT.1.2, 4.TT.1.3, 5.TT.1.2, 4.TT.1.3, SL.4.1, SL.5.1, SL.4.3, SL.5.3

Purpose: To have the students learn to “feel” the music that they are listening to. By playing various musical genres with only the instrumental portion, students will share what feelings it evokes within them. There will be a discussion to see if the students were able to feel what the musical artist wanted them to feel or was it very different.

As students think about the song they are going to create, what is the feeling they want to express?

Essential Questions:

Why do artists choose to use the various elements of music?

What part of a song makes you feel the way you do when you listen to it?

Are you feeling what the artist intended you to feel? Why or why not?

Teaching Strategies: Whole group discussion, internet-based technology, self-paced, independent learning

Teacher Input: The teacher will choose 3 songs with just music (no lyrics). The 3 songs should be very different and be able to evoke various feelings when listening to them. Research in the creation of the song and the artist is valuable so that a discussion as to the creation of that song can occur.

A lesson in what a “word cloud” is and how to create one using www.wordclouds.com will be necessary during the first lesson. The “word cloud” can be created either by hand or by the use of the internet-based program.

The teacher will allow students to share what they have created with each other if desired. Teacher will lead the discussions making sure that they stay relevant to the topic.

Vocabulary: Word cloud, evoke, instrumental, mood

Guided Practice: The teacher will play a song that is strictly instrumental. As a class, students will discuss what feelings the song brought out. The teacher will then share with the students, the history associated with the song and what feelings the artist was trying to create.

There will be a discussion on why the song created different or similar feelings within the group.

Independent Practice: The teacher will play a musical song which is strictly instrumental. Students will create a “word cloud” using words that express their feelings as they listen to the song. Students will share the “word cloud” with the teacher so that he/she can print it out.

During the following two lessons, the teacher will play two very different instrumental songs, following the same lesson plan (independent practice).

Assessment: Students can create a “Word Cloud” based on feelings that are expressed when listening to a song. Students are able to share their word cloud with the teacher. There is supportive and creative discussion between students.

Suggested Materials:

www.wordclouds.com

3 instrumental songs that evoke very diverse feelings

Paper

Crayons

Colored Pencils

Lesson #4 (3 days)

Objective: Songs will be played with strong lyrical content in order for students to understand the importance of an artist's lyrical meaning and message. Lyrics will be printed out and students will be asked to analyze them. Songs will be chosen from lesser known artists so that students will not be able to associate prejudices about the artist when deciphering the lyrics. Songs that are associated with historical events will be the focus so that students can understand the origins and purposes of the songs.

There will be discussion on figurative language such as metaphors, similes, symbols, and personifications when discussing the lyrics.

Standards that will be covered are: L.4.3, L.4.5, RL.4.1, RL.4.4, RI.4.1, RI.4.2, L.5.3, L.5.5, RL.5.1, RL.5.4, RI.5.1, RI.5.2, SL.4.1, SL.5.1, SL.4.3, SL.5.3

Purpose: It is very apparent that many students listen to and sing along with music, not focusing on what the lyrics actually mean. What message the artist is trying to share. Students will focus on the words of a song, not just the melody. By first listening to a song as a group and discussing what the artist is trying to communicate, students will then be given the words on paper and, through partner analysis, decide if they were correct. By highlighting various phrases and the use of figurative language, partners will create conclusions on the true meaning of the song. What message was the artist REALLY trying to get across?

Essential Questions:

Why does an artist write the lyrics that they do? What is the purpose?

What mood can lyrics create?

Are there meanings behind the lyrics?

Does the artist use figurative language?

Teaching Strategies: Whole group discussion, cooperative learning, peer discussion, primary sources

Teacher Input: The teacher will choose 3 different songs that contain strong lyrical messages (1 for each day), preferably from unknown artists. The words to the songs will be printed out and copied so that each student has one.

The teacher will demonstrate how to analyze the lyrics by looking at any figurative language, language related to historical events of the time, etc.

Vocabulary: Figurative language, metaphor, simile, symbol, personification, lyrics

Guided Practice: The teacher will be a review of the types of figurative language and examples in a group discussion with the students.

Next, the teacher will play one song with strong lyrical tones. As a class, the students will discuss the lyrics and their meaning. Is there a message in the lyrics? The discussion will continue to see if the original analysis has changed or has been adjusted.

Independent Practice: Students will be given a printed copy of the lyrics, will be put into pairs and given highlighters in order to point out significant parts to the lyrics. Students will be brought back together as a group to discuss their conclusions. Teacher will walk around and monitor discussions and progress.

Assessment: Teacher will observe pairs as they work together. Teacher will have discussions and ask open-ended questions when walking around the classroom based on what the students are currently working on.

Suggested Materials:

Printed out lyrics of 4 songs (1 to be used as group, 3 for pairs)

Projection tool (Promethean board/Smart board) to show lyrics

Highlighters

Lesson #5 (Total amount of days is adjustable):

Objective: Students will take all that they have learned throughout this unit and create a musical production of their own using Garage Band. They will choose what elements of music they want to include in their culminating activity (lyrics, instruments, beat, etc). They will create a “Message in their Music” to share with others. Their final production will be played on the morning news show at school (if they desire to).

The Standards that are covered are: 4.TT.1, 4.SE.1, 5.TT.1, 5.SE.1, W.4.1, W.5.1, W.4.3, W5.3, W.4.4, W.5.4, W.4.6, W.5.6, SL.4.4, SL.5.4, SL.4.1, SL.5.1, SL.4.3, SL.5.3

Purpose: The purpose of this lesson is for students to take what they have learned and discussed to create a musical production to share with others. The students will learn how to use Garage Band to construct a musical score.

Essential Questions:

What is your message?

How are you going to express it?

Teaching Strategies: Whole group instruction, internet-based technology, cooperative learning, independent learning, peer discussion

Teacher Input: The teacher will spend one lesson instructing and demonstrating how to use Garage Band (installed on iPads).

There will be a brief review of what was discussed, learned and accomplished throughout the previous lessons.

The teacher will walk around to monitor and answer any questions that may come up as the students work on their culminating activity.

Vocabulary: Audio, beat, chord, chorus, clip, control bar, decibel, effect, fade-out, track, loop, remix, reverb, tempo, timing, volume

Guided Practice: Teacher will lead students and answer questions while instructing how to use Garage Band

Independent Practice: Students will create a musical score to share their message using Garage Band. They will be able to discuss issues with each other and instruct each other should the need arise.

Assessment: Final project. Project will be shared on morning news show if student desires to.

Suggested Materials:

iPads

Garage Band

Appendix 1: Implementing Teaching Standards

This curriculum unit will include social studies, English Language Arts, and technology standards (North Carolina Department of Public Instruction) for grades 4 and 5

4th Grade Social Studies standards that are addressed are: 4.C.1.1, 4.C.1.2, 4.G.1.4, 4.H.1.4

Through the use of the timeline activity, students will be able to discover a correlation between people settling in North Carolina and the music that they brought with them. These various musical elements will strengthen their understanding of the development of the regions of North Carolina and what music the settlers brought with them. The artistic expressions of the cultural groups that settled here will be looked at and explored. People throughout North Carolina use music as a communication tool which can transform societies and innovations in our state. We will also look and listen to what music people were listening to and singing during various important dates in the North Carolina History and why.

5th Grade Social Studies standards that are addressed are: 5.H.1.3, 5.H.2.2, 5.C.1.2, 5.C.1.4

Using the timeline activity, students will be able to analyze major and significant events and their effect on social (musical) development in the U.S. They will explore how history influenced what musicians wrote and how the music itself was shaped. Students will look at how interactions between various groups and cultures created musical forms both of yesterday and today. By looking closer at lyrics, student will be able to have a better understanding of what the artist was trying to say and share with others. Through the various activities, there will be a clearer understanding of the relationship between music genre, lyrics, and history.

Technology standards that are addressed: 4.SI.1, 4.IN.1, 4.TT.1, 4.RP.1, 4.SE.1, 5.SI.1, 5.IN.1, 5.TT.1, 5.RP.1, 5.SE.1

Throughout the unit, technology will be integrated in various ways. Students will be producing various products (timelines, survey forms, word clouds, music). Students will be creating and sharing documents within a group. They will apply research criteria as they collect and interpret information. Using the internet in a safe and responsible way along with properly giving credit to that information will be expected. Students will present their products to the group through the use of projection equipment and other technology tools.

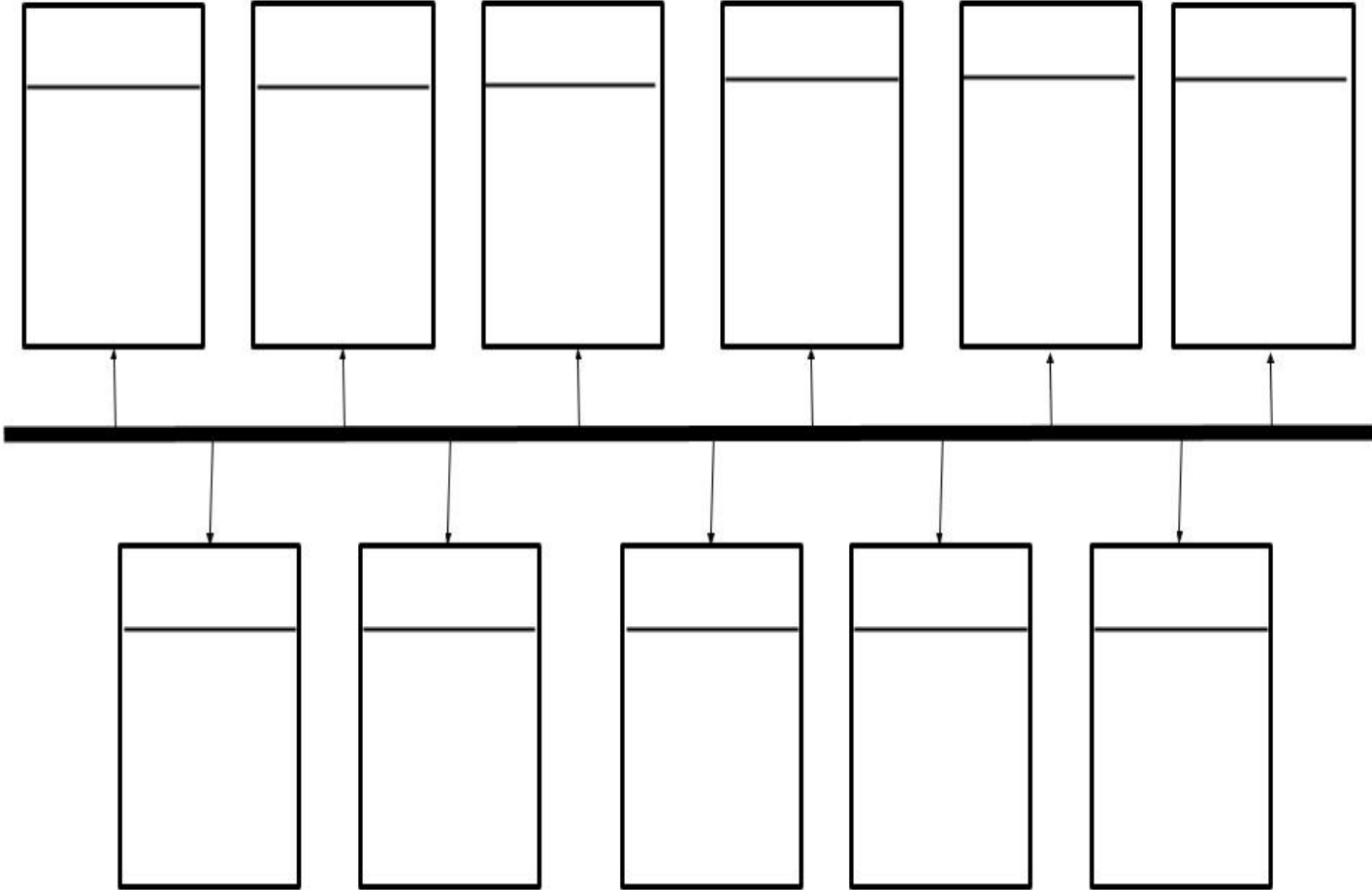
4th grade English Language Arts that are addressed are: L.4.3, L.4.5, RL.4.1, RL.4.4, RI.4.1, RI.4.2, W.4.1, W.4.3, W.4.4, W.4.6, SL.4.1, SL.4.3, SL.4.4

5th grade English Language Arts that are addressed are: L.5.3, L.5.5, RL.5.1, RL.5.4, RI.5.1, RI.5.2, W.5.1, W.5.3, W.5.4, W.5.6, SL.5.1, SL.5.3, SL.5.4

Appendix 2: History of Music Timeline



THE HISTORY OF MUSIC



Link to Download PDF

<http://technologyatiac.weebly.com/the-message-in-the-music.html>

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Music Masters Kent State. Accessed September 17, 2019.

<https://musicedmasters.kent.edu/americas-music-history-the-jazz-age/>.

This website, created by Kent State Masters Of Music Program. It gives information about the history of Jazz including dates, artists, and other musical information.

Annis, Matt. 2014. *The Story of Techno and Dance Music*. Mankato: Smart Apple Media.

This is an easy to read book with a lot of pictures and short descriptions about the age of Techno and dance music. It is loaded with information that is precise and descriptive and would be good for both students and teachers.

Annis, Matt. 2014. *The Story of Punk and Indie*. Mankato: Smart Apple Media.

This is an easy to read book with a lot of pictures and short descriptions about the age of Punk and Indie music. It is loaded with information that would be beneficial to both students and teachers.

Ardley, Neil. 1995. *A Young Person's Guide to Music*. New York: Dorling Kindersley Publishing, Inc.

This is a great book for students to use for an overall guide to music. It includes information about musical history, instruments, artists and includes beautiful pictures. It is written using basic musical terms that are easy to understand.

Aretha, David. 2013. *Awesome African-American Rock and Soul Musicians*. Berkeley Heights: Enslow Publishers, Inc.

This would be a great resource for both students and teachers. It goes into detail about the history, music and artists of African-American rock music. It gives information in chronological order which helps with the understanding of the progression of this music.

Brasch, Nicholas. 2005. *Music. Folk, Country, and Reggae*. North Mankato, Minnesota: Smart Apple Media.

This book would be helpful for upper elementary students and teachers. This book gives a good description of the genre of folk, country, and reggae music.

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n.d. "Classic (1750-1820) Timeline." *Preceden*. Accessed September 17, 2019.

<https://www.preceden.com/timelines/39098-classic--1750-1820>.

This is a color based timeline of early music from 1750-1820. It includes composers, historical events and other historical figures of the time.

Dooley, Sean. n.d. *Tracing Country Music History from Jimmie Rodgers to Garth Brooks*.

Accessed September 17, 2019. <https://www.liveabout.com/the-history-of-country-music-934030>.

This is a very basic website with easy to read information about the history of country music. It includes great photographs of country music artists. A great resource for students.

Elmer, Howard. 1999. *Blues Its Birth and Growth*. New York: The Rosen Publishing Group.
This is a great resource for upper level students and teachers. It goes into details about the Blues music genre. It is loaded with information and great photographs.

Feinstein, Stephen. 2013. *Incredible African-American Jazz Musicians*. Berkeley Heights: Enslow Publishers, Inc.
This book is loaded with information on many African American Jazz musicians and their history. It goes into detail about each artist which also helps with the understanding of the progression of Jazz.

Gilbert, Sara. 2010. *Play It Loud! The Rebellious History of Music*. Mankato: Compass Point Books.
This is an easy to read book that would be a great resource to younger students. It includes a lot of colorful pictures and basic information. Looks more into the beginning of Rock and Roll and its influences on the music industry.

n.d. "Grammy Music Home." *Grammy Museum*. Accessed September 17, 2019.
<https://www.grammymuseum.org/>.
This is a great resource for teachers. If you go to the "Education" tab at the top, you will get numerous lesson plans and ideas. It gives great ways to integrate music into the curriculum.

n.d. "History of Ragtime." *Library of Congress*. Accessed September 17, 2019.
<https://www.loc.gov/item/ihas.200035811/>.
A great resource for teachers. Includes the history of Ragtime in chronological order.

2014. "History of Rap-the True Origina of Rap Music." *ColeMizeStudios*. September 23.
Accessed September 17, 2019. <https://colemizestudios.com/how-did-rap-start/>.
A great website for both students and teachers. A very basic history of Rap music including photographs. Does not go into detail but a great overview.

Historyplex. n.d. *An Overview of the Historical Events During teh Baroque Period*. Accessed September 17, 2019. <https://historyplex.com/historical-events-during-baroque-period>.
A fantastic resource for students to use. Laid out in a way that is easy to understand. Includes dates, photographs and pictures. Includes basic historical information so that you can compare what was going on in the world at the same time the music was developing.

Kallen, Stuart A. 2003. *The History of Classical Music*. Farmington Hills: Lucent Books.

McArthur, J. n.d. "An Introduction To Close Reading Through Song Lyrics: A Unit for Middle or High School English Language Arts Class (PDF)." *Grammy Music*. Accessed September 17, 2019. <https://www.grammymuseum.org/assets/doc/Jennifer-McArthur-10cb818b7f.pdf>
A lesson plan developed for teachers to integrate reading and musical lyrics. Is made for middle or high school but can be adjusted for upper elementary.

McArthur, Jennifer. n.d. "10cb818b7f.PDF." *Grammy Museum*. Accessed September 17, 2019. <https://www.grammymuseum.org/assets/doc/Jennifer-McArthur-10cb818b7f.pdf>.
The basic PDF version of the above lesson. Printable version.

Mollett, Richard, and Anne Marie Stanley. 2010. *Children's Book of Music. An Introduction to the World's Most Amazing Music and its Creators*. New York: DK Publishing.
A great student and teacher resource by DK Publishing. Loaded with information, pictures, and other resources about the history of Music. Also contains a CD with the different styles/genres of music that you can listen to better understand.

n.d. "Music Genres Timeline." *Soft Schools*. Accessed September 17, 2019. http://www.softschools.com/timelines/misic_genres_timeline/428/.
A very basic timeline of musical genres. Can be used by both teacher and students as a resource. The beginning of the site includes an interactive timeline.

n.d. "Music Quotes (4915 Quotes)." *Good Reads*. Accessed September 17, 2019. <https://www.goodreads.com/quotes/tag/music>.
A website that includes numerous quotes about music. A picture is next to the person who created the quote.

Nero, Mark Edward. n.d. "The American Musical Art Form of Rhythm and Blues." *Liveabout.com*. Accessed September 17, 2019. . <https://www.liveabout.com/what-is-randb-music-2851217>.
A very basic history of Rhythm and Blues. Is great for elementary students. Is a very short article.

n.d. "Perspectives on History." *Historians.org*. Accessed September 17, 2019. <https://www.historians.org/publications-and-directories/perspectives-on-history/september-1966/different-drummers-using-music-to-teach-history>.
A resource for teachers to get ideas on how to integrate music into the classroom and curriculum. The section "Classroom Strategies" has a lot of good ideas.

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A short bit of information about songs from the historical period of the American Revolution. At the end of there you will find numerous links to the songs so that you can listen to them.

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Basic answer to question, "What are the different parts of music?" Answered by Yahoo.

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A basic World Atlas entry on the beginnings of Disco. Includes some good photographs. Good for both elementary students and teachers.

Woodyard, Shawn. 1995. *Music and Song*. Vero Beach: Rourke Press.

The publish date of this book is 1995 so, even though it does contain great information about music, it does not cover the more modern styles of music.