## Instructional Unit Title: It's About Time – The Power of Folk Music

## **Non-Ensemble Based**

As an introduction, the teacher may use listening examples of traditional and popular folk music so that the students can begin to define folk music. The teacher may use a variety of resources (e.g. website, videos, documentaries, recordings) so that the students can explore the influences and tension/conflict in both the music and the lyrics established by folk songs. The teacher may use a variety of sources to provide examples on how composers use mode (major/minor) in folk music so that students can understand how mode can express circumstances and influence change.

The teacher may use a variety of sources to provide examples of the form of folk songs so that the students can understand how the form can reinforce ideas presented in folk songs.

The teacher may use civil rights anthems, such as "We Shall Overcome" so that the students can explore how folk music can reflect on and drive social movements.

The teacher may use historical and current anti-war folk songs so that students can explore how music was/is used to illustrate tension/conflict to inform audiences, rally the public, and influence change.

The teacher may use documentaries and other media on the topic of patriotism so that the students can understand how folk music can be used to introduce and contextualize a patriotic topic. The teacher may use historical and current patriotic music so that students can explore how passions for country/nation can reflect and drive patriotic music. The teacher may use documentaries and other media on the topic of social movements so that the students can understand how folk music can be used to introduce and contextualize a social justice topic.

The teacher may use documentaries and other media on the topic of war so that the students can understand how folk music can be used to introduce and contextualize an anti-war topic. The teacher may use a variety of resources so that students can explore the influence and tension/conflict employed by the songs of the labor movements in the 1940's and 1960's. The teacher may use past and current popular music so that students can explore Hip Hop and/or Rap as folk music (music of the people) and how musical artists of this genre use their music to influence change. **PERFORMANCE ASSESSMENT:** You are a folk songwriter who has been asked to compose a theme song for a documentary on a social justice issue that affects one of the cultures you belong to--cultural group, age group, or ethnic group. The "documentary" is scheduled to air on a cable network for young adults and, therefore, your composition must be tailored to your age demographic.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard

Date Posted: March 31, 2014

Music 7<sup>th</sup> Grade