Instructional Unit Title: Got Rhythm?

Music 8th Grade

Performance Pathway

The teacher may introduce Tin Pan Alley as a historical part of American music so that students can understand some origins of popular music, including the characteristics of the Tin Pan Alley genre.

The teacher may provide erarelevant materials (books, recordings, and lyrics,) so that students can begin building a list of an historically accurate and appropriate (possible) repertoire for music of the Tin Pan Alley genre. The teacher may provide music (recordings, notation, arrangements, etc) of (student) selected Tin Pan Alley repertoire so that student can begin understanding through performance the unique melodic and rhythmic components of this musical genre.

The teacher may provide examples of program notes so that the students can begin analyzing their nature and purpose in relation to enhancing a musical performance given either verbally, written, or both.

The teacher may present a recording of an in-class performance so that students can develop their abilities to use identified criteria (e.g., their student-created performance rubric) to evaluate, edit, augment, and improve performance.

The teacher may provide an example of a performance-evaluation rubric so that the students can develop authentic ways to evaluate and critique in order to make informed decisions around performance improvement.

The teacher may provide a format to evaluate the organization of a musical program so that students can consider the importance of song/piece progression in a successful performance organize music into a program order and the narrative necessary to provide a concert of music of this genre.

The teacher may bring in resources that highlight movement related to Tin Pan Alley music/performance (e.g., a professional dance associated with TPA or videos of concerts) so that the students could identify particular movement ideas (kinesthetic response) that would be appropriate to the Tin Pan Alley repertoire.



(Post Performance Task)The teacher may provide the video/audio recording of a final performance so that the students can develop further their abilities to evaluate and critique and consider how these processes can inform musicians' artistic development/progression.

PERFORMANCE ASSESSMENT: You are a musical historian who has been asked by community leaders to create and present a program of music that highlights one chapter of America's rich musical heritage. Owing to its audience-pleasing and interactive nature, you have decided to focus on the music of the early 20th century, specifically the music of Tin Pan Alley. In addition to the musical performance, your presentation to the community will contextualize each piece of music historically. Program notes expanding on the context as well as eraappropriate forms of movement will round out your variety-like performance.

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 http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.