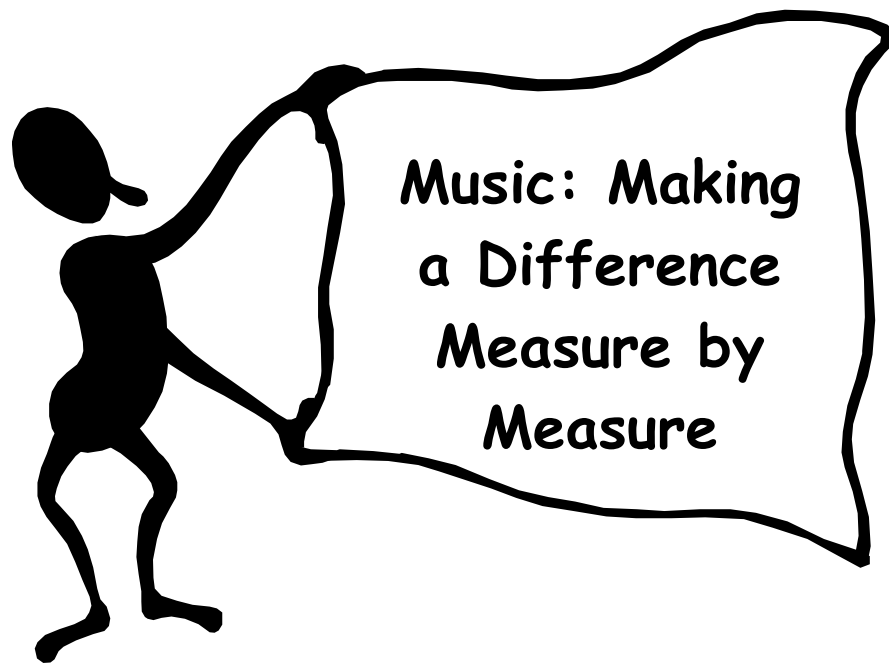


Backwards Design Unit Planning

**New York City Department of  
Education**

**Magnet Program District 25 & 28**

Rachel Carson I.S. 237 Magnet School for  
the Arts



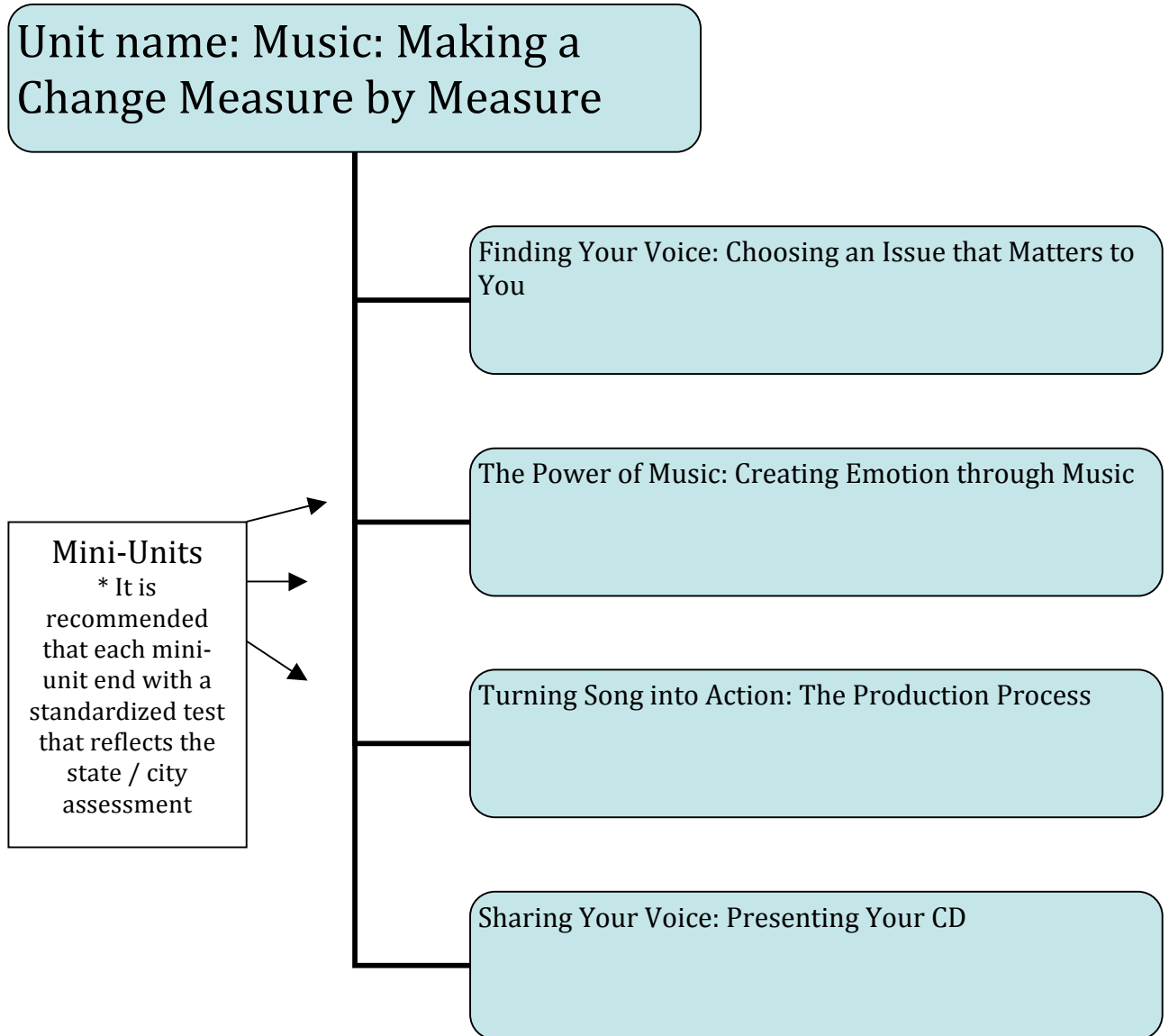
**Essential Question:** How can music help us make a positive difference in the world?

**Suggested Time Frame:** Four-Six weeks

**Theme:** The Arts

**Backwards Design Unit Planning**  
**Graphic Overview of Unit**  
Suggested Time Frame: 4-6 Weeks

**Essential Question:** How can music help us make a positive difference in the world?



**Unit's Culminating Project:** Students will create cds that convey important social messages or themes that spur people to action. They will research current issues in the news to help them choose a theme that is important and relevant to their lives. They will then compile a list of songs related to that theme, create a title and cover art that reflect that theme, and include cd notes in their final compilation that explain why they chose particular songs and issues. The cd notes will also provide brief information about each artist included in the compilation and reflect upon the students' own creative process.

## Backwards Design Unit Planning

Stage 1- Desired Results	
<p><b>Standards-Based Learning Goals:</b>            NYS Blue Print for the Arts , NYS Standards for Music Education, NYS Standards ELA</p>	
Concepts	
<p><b>Big Ideas for this Unit</b></p> <ul style="list-style-type: none"> <li>• <b>Change</b></li> <li>• <b>Artistic Expression</b></li> <li>• <b>Communication</b></li> <li>• <b>Empowerment</b></li> <li>• <b>Social Justice</b></li> </ul>	<p><b>Magnet School Theme:</b>            The Arts</p> <p><b>How do the Big Ideas in your unit connect to your theme?</b>            Students will use music and visual art to raise consciousness about important social issues</p>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Music and art can be used as a tool for social change</li> <li>• Music is the universal language</li> <li>• Every individual has the power to make a positive difference in the world</li> <li>• Music can convey emotion</li> <li>• Music can communicate important ideas about fairness, justice and how to live a fulfilling life.</li> </ul>	<p><b>Overarching Essential Question:</b></p> <ul style="list-style-type: none"> <li>• How can music help change the world?</li> <li>• How can we “speak” to people of different countries through music? How can music help unite people?</li> <li>• If you had the power to change one thing in the world, what would it be? How can one “kid” make a difference?</li> <li>• How does music communicate emotion?</li> <li>• How can music raise consciousness and help promote important ideas?</li> </ul>
Content and Skills	
<p><b>Content</b>  <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• History and background of various musical genres</li> <li>• A variety of composers across a range of historical periods</li> <li>• Characteristics of various types of instruments and instrument families</li> <li>• Symbolism, imagery, and other literary features of song lyrics</li> <li>• Basic elements of a cd compilation</li> <li>• Definitions and characteristics of various literary and musical terms such as: timber, tone, texture, pitch, mood, emotion, theme, motif, measures, keys, bars, rests, etc.</li> <li>• Characteristics and features of cover art/graphic design</li> </ul>	<p><b>Skills</b>  <b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast examples from various musical genres to discern the characteristics and features of each</li> <li>• Research composers from various historical periods to use in their compilations</li> <li>• Infer how the characteristics of various instruments and instrument families create emotion and texture in music</li> <li>• Explain in writing (cd notes) how symbolism, imagery and other literary elements in song lyrics convey ideas, themes and messages</li> <li>• Create an original cd around a particular theme that includes all of the basic elements of a cd compilation</li> <li>• Apply definitions and knowledge of various musical and literary terms to the creation of cd notes that will be included in original cds</li> <li>• Use basic art skills and graphic design techniques to create original cd covers</li> </ul>
Stage 2- Summative Assessment Evidence	
<p><b>If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the</b></p>	

## **Backwards Design Unit Planning**

### **world beyond the classroom.**

**G- (goal)** Students will create original cd compilations that convey important social messages or themes

**R- (role)** Record Producers, Recording Artists and Graphic Designers

**A- (audience)** Young people and others who will buy the cd, as well as class members and teachers who will view the cd presentation

**S- (situation)** Students have been hired by Magnet Records, a socially conscious record company, to create cds that address important social issues or themes related to young people.

**P- (purpose and product)-** The purpose of this project is to use music to make a positive difference in people's lives or encourage them to act towards a positive end. Students will achieve this by creating a cd that includes the following:

- 5-8 songs that:
  - Are related to an important theme or social issue
  - Represent different artists and genres of music
- An original title and logo that conveys your chosen theme or message
- Cover art that conveys your chosen theme or message
- CD notes that:
  - Explain why you chose the theme and songs in your compilation
  - Provide brief information about the particular artists included in your compilation
  - Reflect on your own creative process (discuss your experience working on this project)

**S- (standards for performance)** This project will be judged on the following:

- Song Choice:
  - Do the songs on your cd communicate an important message or theme that relates to young people?
  - Do the songs create emotion in the listener?
  - Do the songs represent a wide variety of different artists and styles?
  - Do the songs create a specific mood or tone? Are they "textured"?
- Cover:
  - Does the title, logo, and artwork capture the spirit of your cd?
  - Do you effectively use color, layout, and design elements to convey the desired mood and tone of your cd?
  - Is your theme strongly communicated visually?
- CD Notes
  - Do you include an introduction where you clearly and concisely express why you chose particular themes and songs to focus on?
  - Do you include interesting facts and relevant information about particular artists and genres included in your cd?
  - Do you include any thought provoking questions, quotes, anecdotes, or images relevant to your theme?
  - Do you provide insight into your own thoughts and feelings by including personal reflections and opinions about working on this project?
  - Do your cd notes get the reader to stop and think about your theme?

**Rubric For Culminating Project will be created with students using**

**[www.rubistar.com](http://www.rubistar.com)**

## Backwards Design Unit Planning

*A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday

## **Backwards Design Unit Planning**

<p>Content Focus: Introduction to project</p> <p>Hook: Letter of congratulations/model cd</p> <p>Daily Assessment: focused free write</p>	<p>Content Focus: How can we “speak” through music?</p> <p>Hook: Listening to podcast of music that “speaks”</p> <p>Daily Assessment: Response sheet</p>	<p>Content Focus: Musical genres</p> <p>Hook: What genres do I listen to and enjoy?</p> <p>Daily Assessment: Student music survey and reflection handout</p>	<p>Content Focus: World Fusion Music</p> <p>Hook: NPR podcast of Weekend Update Interview with Jay Sean</p> <p>Daily Assessment: Student music survey and reflection handout</p>
<p>Weekly Assessment (must be aligned to the NYS / NYC exams):</p> <p>Test/Quiz that mirrors the type of questions seen on the NYS ELA Exam</p> <p>What have the students produced that scaffolds towards the units culminating assessment?</p> <p>Practice song lists and mock titles for cd compilations (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)</p>			

## **Backwards Design Unit Planning**

*: A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Genre: Gospel, Soul, Blues, Rock, Rap, Hip Hop</p> <p>Hook: Where do today's musical styles come from?</p> <p>Daily Assessment: Song identification listening handouts</p>	<p>Content Focus: Creating texture with sound and music</p> <p>Hook: Students will feel the textures of sandpaper, silk, cotton, lotion, etc. and then create these "textures" using vocal sounds</p> <p>Daily Assessment: student reflection exit cards</p>	<p>Content Focus: Classical, Instrumental, creating texture with instrument families</p> <p>Hook: Students match different instrument families to different "textures"</p> <p>Daily Assessment: Instrument Family and Texture Handout</p>	<p>Content Focus: Creating a mood with music</p> <p>Hook: View a film scene w/out the music and then with music – compare and contrast the two</p> <p>Daily Assessment:</p>

Weekly Assessment (must be aligned to the NYS / NYC exams):

Quiz/Test: Genres and Instrument Families - questions will mirror the NYS ELA exam

What have the students produced that scaffolds towards the units culminating assessment?

(for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)

Students have produced brainstorming graphic organizers that will help them choose the mood and sound on their cd compilations

## **Backwards Design Unit Planning**

*A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Cover Art</p> <p>Hook: Students will analyze, interpret, deconstruct, and evaluate model cover art from a variety of different genres of CDs</p> <p>Daily Assessment: Student Observation handout</p>	<p>Content Focus: Original Cover Art</p> <p>Hook: Students will use the list of titles they came up with on Friday of week 1 to help them draft designs that express the theme or big idea inherent in that title</p> <p>Daily Assessment: The Practice Cover art Handout</p>	<p>Content Focus: Finding a Political or Social Voice</p> <p>Hook: What issues matter to you? Read aloud from <i>The Kid's Guide to Social Action</i></p> <p>Daily Assessment: Student Social Issue Survey</p>	<p>Content Focus: Researching Issues of Interest</p> <p>Hook: Trip to school library to research issue of personal interest</p> <p>Daily Assessment: Completed Research Cards</p>
<p><b>Weekly Assessment:</b> (must be aligned to the NYS / NYC exams):          Extended Response Test Using Text from the <i>Kid's Guide to Social Action</i> – Students will have to write to them using evidence from given texts and their own personal experiences as support</p> <p>What have the students produced that scaffolds towards the units culminating assessment? Practice (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)</p>			

# **Backwards Design Unit Planning**

## **Unit Resources**

### **Books:**

**Kid's Guide to Social Action**  
**The Teen's Guide to Social Change**  
**NYS Blueprint for the Arts**

### **Websites:**

[www.npr.org](http://www.npr.org)  
[www.soundcheck.org](http://www.soundcheck.org)  
[www.weekendition.org](http://www.weekendition.org)  
[www.pbs.org](http://www.pbs.org)  
[www.rubistar.com](http://www.rubistar.com)

### **Teacher Materials:**

**Handouts**  
**Laptop/Projector/Smartboard**  
**Ipod/Speakers**  
**Mobile Laptop Lab**

### **Other:**

**Chartpaper**  
**Pencils, Markers, Highlighters, Folders, Index Cards, Agendas**