

# What's the Big Idea?

Revolution ↔ Music

A Fine Arts Performance Task using  
Understanding by Design© by Jeremy Haupt



Missouri Alliance  
*for Arts Education*

2011

*What's the Big Idea? Seminars* are supported through grants from the John F. Kennedy Center for the Performing Arts and the Missouri Arts Council





## Revolution ↔ Music Fine Arts Performance Task

**Submitted by: Jeremy Haupt**

**School District: Adair Co. R-2 School**

**For: Eighth-Grade General Music and Social Studies**

### What's the Big Idea?

1. Topic that Leads to the Big Idea: Music and Social and Political Change
2. What is the big idea that you want your students to learn and to apply?  
Students will understand how music affects and is affected by social and political revolution.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
Students will:
  - understand how to analyze music
  - develop and apply knowledge of revolution and social change
  - create a soundtrack
  - create album artwork and liner notes
4. The Essential Question: How have revolutionaries used music as a tool?

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
  - Create a soundtrack to a specific revolution and have outside observer attempt to guess the revolutionary theme (with access to titles, lyrics, and music of songs used in soundtrack)
  - Create an album cover using artwork and liner notes that connect music to revolution

### What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

#### **MUSIC**

FA 3: Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
  - B. Musical Characteristics, Events, and Descriptors  
Grades 6-8:

- describe the musical expression (mood) of an aural example
- determine the order and organization of an aural example
- determine the possible origin of an aural example (e.g., location and time)
- characterize the use of music by its intended function (purpose) and its intended audience

#### FA 4: Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts.

##### B. Connections between Music and Non-Arts Disciplines

Grades 6-8:

- describe ways in which the principles and subject matter of other disciplines are interrelated with those of music
- explain the importance of group participation, perseverance, and commitment in musical and non-musical settings
- describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

#### FA 5: Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place.

##### A. Genres and Styles

Grades 6-8: identify music from various styles and historical periods by comparing and contrasting selected elements of music

Jazz	Orchestral	Classical/contemporary
American/world		Musical Theater

##### B. Stylistic Practices

Grades 6-8: conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

##### C. Music's Role and Function in Various Cultures

Grades 6-8: describe the function of music in various settings and cultural events

### **SOCIAL STUDIES**

SS 6: Relationships of Individuals and Groups to Institutions and Cultural Traditions

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions

##### F. Effects of actions, cultural, traditions and institutions

Grade 7: analyze how cultural traditions, human actions and institutions affect people's behavior

##### H. Effect of personal and group experiences on perceptions

Grade 8: assess how personal and group experiences influence people's perceptions and judgments of events

##### I. Changing ideas, concepts and traditions

Grade 8: analyze how ideas, concepts, and traditions have changed over time

### **VISUAL ARTS**

FA 1: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes

##### C. Theme:

High School Level 2: Create an original artwork that communicates ideas through the following themes (e.g., cultural identity, social commentary)

# How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what **students** will do.

The teacher will:

- introduce the (quarter-long) class by explaining that music development and social-political change go hand-in-hand and that fact will serve as the basis for all our research and discussion of 20<sup>th</sup> Century popular music
- lead students in post-research (reading, listening, and watching literature and aural/visual examples) discussions to connect historical events on the domestic and world stage and developments in specific musical styles

Students will:

- participate in discussions, research, writing assignments and projects about music development and social-political change (e.g., blues evolution caused by the Great Migration, jazz evolution through WW2 and the creation of Rock and Roll, and the evolution of Rock and Roll through Civil Rights and anti-Vietnam War rallies)
- choose a specific revolution in American history (e.g., Revolutionary War, Civil War, Civil Rights Movement, Anti-Vietnam War protests)
- list and research five to ten songs used by revolutionaries to motivate, inspire, and educate others
- create an album cover with the following elements:
  - Artwork that visually depicts moods, characteristics, and actions of revolution;
  - List of six songs that were used by revolutionaries to motivate, inspire, and educate others;
  - Liner notes that:
    - Describe moods, characteristics, and actions of revolution;
    - Discuss creation, production, performance, and purpose of music within the revolution to connect songs with moods, characteristics, and actions of revolution

### Scoring Guide

Criteria	Advanced 25 Points	Proficient 20 Points	Basic 15 Points	Below Basic 10 Points
<b>Songs included are appropriate for representing topic of revolution</b>	Six songs appropriately representing revolutionary purpose, characteristics, & actions	Five or four songs appropriately representing revolutionary purpose, characteristics, & actions	Three or two songs appropriately representing revolutionary purpose, characteristics, & actions	One or zero songs appropriately representing revolutionary purpose, characteristics, & actions
<b>Album cover artwork representative of mood &amp; actions of songs &amp; revolution</b>	Observer can easily recognize upon observation of album cover the mood & actions of revolution	Observer can recognize upon observation of album cover the mood & actions of revolution	Observer needs explanation upon observation of album cover the mood & actions of revolution	Observer cannot recognize upon observation of album cover the mood & actions of revolution
<b>Album notes describe mood &amp; characteristics of revolution</b>	Student fully describes mood & characteristics of revolution	Student mostly describes mood & characteristics of revolution	Student partially describes mood & characteristics of revolution	Student cannot describe mood & characteristics of revolution
<b>Album notes connect songs to mood &amp; characteristics of revolution and discuss usage of songs therein</b>	Student can fully explain connection between songs & revolution as well as how music was used by revolutionaries for purpose of revolution	Student can mostly explain connection between songs & revolution as well as how music was used by revolutionaries for purpose of revolution	Student can partially explain connection between songs & revolution as well as how music was used by revolutionaries for purpose of revolution	Student cannot explain connection between songs & revolution as well as how music was used by revolutionaries for purpose of revolution

**Total Points: \_\_\_\_\_/100 Points**