

Music Appreciation

Elective

Keansburg High School

5 Credits

Full Year

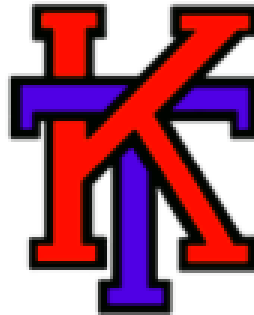


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Statement of Purpose

The purpose of this course is to provide an overview of musical elements and history. This course fulfills the NJ State High School Graduation requirement for Visual and Performing Arts.

Summary of the Course

Music Appreciation class offers all high school students the opportunity to explore and understand various aspects of music. Research, group projects, and hands-on experiences combine with lecture to create a unique experience for the student. Some topics covered in class include the elements of music, listening, instruments, basic music theory, album reviews, classical music history, and the evolution of popular music in America.

Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Days	
1	25	Elements of Music
2	25	Western Music History
3	40	American Popular Music History

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: Elements of Music

Summary of the Unit: This marking-period-long unit goes into depth to provide students with vocabulary to describe many elements of music, the physics of sound, basic notation, and instrument families.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

Instructional Materials:

- Computers
- Video and audio samples for elements of music
- Instruments for families demonstrations

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Elements of Music	8 blocks	<p>SW be introduced to elements of music & build appropriate descriptive vocabulary</p> <p>SW be able to recognize and identify elements of music in printed music and listening examples</p>	<p>Vocabulary work, matching games, listening examples to identify</p> <ul style="list-style-type: none"> • Tempo • Rhythm • Pitch • Melody • Harmony • Dynamics • Timbre • Texture • Form 	<p>1.3B.12prof.Cr1 a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>1.3B.12prof.Cr2a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>1.3B.12prof.Cr2b. Identify and describe the development of sounds</p>

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			Introduce basic notation- chart, matching games, graphic notation samples and composition	<p>or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).</p> <p>1.3B.12prof.Cr3.b. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</p> <p>1.3B.12prof.Pr4 b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance</p> <p>1.3B.12prof.Pr6 a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p>
Physics of Sound	6 Blocks	SW understand the basic physics of sound	<ul style="list-style-type: none"> • Examine sound waves • Discuss impact changes in frequency and amplitude have on elements of music • Google Oscillators 	1.3B.12prof.Cr1 a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
Families of Instruments	11 Blocks	SW be able to identify families of instruments and categorize instruments into specific families. SW also have the opportunity to try out a few instruments.	<ul style="list-style-type: none"> • Families of instruments chart • Introduction videos • Instrument demonstrations and hands on exploration • Apply elements of music to each instrument: <ul style="list-style-type: none"> ◦ Specifically: timbre and texture 	1.3B.12prof.Cr1 a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use:

Teoria.com, musictheory.net, Chrome Music Lab, Google Classroom & Google Suite, Melody Quiz

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

ISTE 1b Students build networks and customize their learning environments in ways that support the learning process.

ISTE 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

ISTE 6b Students create original works or responsibly repurpose or remix digital resources into new creations.

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills:

CRP 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

CRP 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

CRP 9.4.5.DC.1: Explain the need for and use of copyrights.

CRP 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Science 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

World Language 7.1.NL.IPRET.1 : Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

World Language 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

Unit 2: Western Music History

Summary of the Unit: This 1 marking period unit covers many aspects of European music history dating from Medieval through Romantic eras.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

Instructional Materials:

- Computers
- Relevant Music History Texts as needed

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Western Music History	24 Blocks	<p>SW explore Western Music History</p> <p>SW understand the connection between historical events and music of the era.</p> <p>SW speculate a composer's intent using historical context and personal details.</p> <p>SW draw conclusions about the relationship between music and historical people.</p> <p>SW draw connections between historical and modern music.</p>	<p>Explore Music & Culture in Europe during the following historical eras</p> <ul style="list-style-type: none"> • Medieval • Renaissance • Baroque • Classical • Romantic <p>May include exploration of the following topics providing context for the development of music</p> <ul style="list-style-type: none"> • Historical Events • Fashion • Historical Instruments • Art • Literature • Developments in Science 	<p>1.3B.12prof.Pr4 b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.</p> <p>1.3B.12prof.Pr4 c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p> <p>1.3B.12prof.Pr5 b. Using established criteria and feedback, identify the way(s) in which performances convey</p>

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			<ul style="list-style-type: none"> • Teacher lead discussion, graphic organizers, worksheets. • Student lead discovery via internet, video clips, choice board. • Historical piece remix or time period mash up in DAW (ie: SoundTrap, GarageBand, etc.) 	<p>the elements of music, style, and mood.</p> <p>1.3B.12prof.Pr6 a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Pr6 b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p> <p>1.3B.12prof.Re7 b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.</p> <p>1.3B.12prof.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.8.Re7c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p>
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments

to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplify language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit’s standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use:

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

ISTE 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

ISTE 3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE 6b Students create original works or responsibly repurpose or remix digital resources into new creations.

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills:

CRP 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

CRP 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

CRP 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Social Studies 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Unit 3: American Popular Music History

Summary of the Unit: This unit covers the development of popular music in America beginning with the 1920s and continues as far as possible towards the modern era.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

Instructional Materials:

- Computers
- Relevant Supplemental texts as needed

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
American Music History	40 Blocks	<p>SW explore music in America from the 1920s- today.</p> <p>SW understand the connection between historical events and music of the era.</p> <p>SW speculate a composer's intent using historical context and personal details</p> <p>SW draw conclusions about the relationship between music and historical events. SW explore music</p>	<p>Explore Music & Culture in America highlighting the development of the popular genres, including, but not limited to:</p> <ul style="list-style-type: none"> • Blues • Jazz • Rock & Roll • Folk • R & B • Hip Hop <p>May include exploration of the following topics providing context for the development of music</p>	<p>1.3B.12prof.Pr4 b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.</p> <p>1.3B.12prof.Pr4 c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p> <p>1.3B.12prof.Pr5 b. Using established criteria and feedback, identify the</p>

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		<p>created as reaction to political events ie: Holocaust, Civil Rights, Protest songs, etc.</p> <p>SW draw connections between historical and modern music.</p> <p>SW explore musical contributions from all people, including LGBTQ+, people with disabilities, and African American musicians.</p>	<ul style="list-style-type: none"> • Historical Events • Fashion • Historical Instruments • Art • Literature • Developments in Science & Technology • Teacher lead discussion, graphic organizers, worksheets. • Student lead discovery via internet, video clips, choice board. • Historical piece remix or time period mash up in DAW (ie: SoundTrap, GarageBand, etc.) 	<p>way(s) in which performances convey the elements of music, style, and mood.</p> <p>1.3B.12prof.Pr6 a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.</p> <p>1.3B.12prof.Re7 b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.</p> <p>1.3B.12prof.Re9 a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.</p> <p>1.3B.12prof.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.8.Re7c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>NJSA 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in</p>
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				<p>the curriculum of elementary and secondary school students.</p> <p>NJSA 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of NJSL</p> <p>18A:35-4.36. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of NJSA 18A:35-4.35</p> <p>NJSA 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
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Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
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- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit’s standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use:

Teachrock.org

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

ISTE 1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

ISTE 3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE 7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Interdisciplinary Connections & 21st Century Connections:

21st Century Life and Career Skills:

CRP 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

CRP 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

CRP 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

CRP 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

CRP 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

CRP 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

CRP 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Social Studies 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

Social Studies 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Social Studies 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

Social Studies 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.