

MUS 485/585 Hip Hop Unit Plan
Thies – Spring 2021

Names: Lauren Wright & Matthew Distant Grade Level: High School Title of Unit Plan: Hip Hop Unit GENERAL MUSIC <i>Assume that students have music twice a week for 40 minutes.</i>					
Week	Concepts	Skills	Activities	California Music Standards	Assessment Strategies
1	History Cultural Context Style & Genre	Listening Respond/Connect	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Students listen & watch music videos of different hip hop & rap performances by a range of various artists across the years. <ul style="list-style-type: none"> ○ Students will observe the evolution of hip hop & rap from its origins to now. ○ Students take notes on the different styles & rapping patterns of different artists, comparing & contrasting lyrical content, flow, subject matter, and timbre/texture of the music. ○ Brief discussion after every video talking about similarities, differences, & stylistic observations. <p>Meeting 2</p> <ul style="list-style-type: none"> ● Students will split off into groups of 2-3 students. <ul style="list-style-type: none"> ○ These will be the same groups for all group work for the rest of this unit. ○ Students will be asked to come up with a duo/trio name by the project submission deadline, most clever or iconic name will receive bonus points. ○ Teacher introduces the unit project. <ul style="list-style-type: none"> ■ Show students examples of past student projects, such as "The Sneetches" by The Dynamic Duo & the "Three Little Pigs" rap. ■ Ask groups to brainstorm ideas for creation of their rap. <ul style="list-style-type: none"> ● Students start considering what source material they plan to use for the project. 	T.Cn11 (relate)	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Discussion after each video gives teacher chance to assess each student's understanding based on their discussions. <p>Meeting 2</p> <ul style="list-style-type: none"> ● Ticket out of class is each group's decided style/influences for their project, so teacher can see they are starting progress on their rap.

MUS 485/585 Hip Hop Unit Plan
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2	Form Rhythm Melody Harmony Texture Timbre	Chanting/Rapping Singing	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Students watch LKR videos on how to rap & practice rapping. <ul style="list-style-type: none"> ○ They will learn about form, rhythm, melody, accompaniment/harmony/texture, tone/timbre in basic terms. ● After watching the videos, students will do a 5 minute free write where they are free to write whatever comes to their mind (rhymes, ideas, frustrations, motivations, etc.). <ul style="list-style-type: none"> ○ Students will then go to their pairs/trios. <ul style="list-style-type: none"> ■ Each group will be given a backing track & experiment with assembling some ideas in their free writes together & shaping them to fit their backing tracks. 	E.Cr1 (imagine)	<p>Meeting 1</p> <ul style="list-style-type: none"> ● 30-60 second performances from each group allow teacher to assess students’ understanding of the LKR videos & see students’ creativity. <p>Meeting 2</p> <ul style="list-style-type: none"> ● Discussion at end of class will give teacher insight into what students liked,

MUS 485/585 Hip Hop Unit Plan
Thies – Spring 2021

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3	Soundtrap	Manipulating Technology Creating	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Introduction to Soundtrap (students follow along while teacher demonstrates). <ul style="list-style-type: none"> ○ Tracks, instruments, & tempo <ul style="list-style-type: none"> ■ Adding tracks, choosing instruments, setting tempo ○ Inputting & recording <ul style="list-style-type: none"> ■ How to use drum pad/keyboard/MIDI instruments, how to record using microphone ○ Looping, copying & pasting <ul style="list-style-type: none"> ■ How to set one section as a loop, how to copy/paste/manipulate material to continue adding to backing track ○ Quantizing & effects 	T.Cr1 (imagine)	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Teacher can assess students’ understanding when they follow along & ask questions during the Soundtrap tutorial. ● When going around to each group, the teacher can assess students’ understanding on a

MUS 485/585 Hip Hop Unit Plan
Thies – Spring 2021

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MUS 485/585 Hip Hop Unit Plan
Thies – Spring 2021

			<p>texture. During this creation phase, teacher will go from group to group to assess & observe student creativity.</p> <ul style="list-style-type: none"> ● After demonstration students will have the remainder of class to experiment with Soundtrap on their own in their groups, if time permits. <ul style="list-style-type: none"> ○ Teacher will again go around to each group helping with the technology & answering any questions the students may have. 		
4	Creating Raps	Creating Critiquing/Evaluating	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Students will have the entire class period to work on their raps and have peer to peer collaboration. <ul style="list-style-type: none"> ○ Teacher goes around to each group checking in & giving minimal feedback/potential suggestions to issues students may have. <p>Meeting 2</p> <ul style="list-style-type: none"> ● First part of class period students will provide each other with positive, constructive peer feedback and suggestions. <ul style="list-style-type: none"> ○ Each group will pair up with another group & play what they have so far for each other. ● After peer feedback students will have the rest of the class to continue creating/refining their raps. <ul style="list-style-type: none"> ○ Teacher goes around to each group checking in with minimal feedback this time. This process is extremely student-driven at this point. 	T.Cr2 (plan & make) T.Cr3.1 (evaluate & refine)	<p>Meeting 1 & 2</p> <ul style="list-style-type: none"> ● When going around to each group, the teacher can assess students' progress.
5	Expression	Performing Listening Critiquing/Evaluating Respond/Connect	<p>Meeting 1</p> <ul style="list-style-type: none"> ● Students put the finishing touches on their backing tracks & rehearse or record their performances. <ul style="list-style-type: none"> ○ Teacher goes around to each group again giving feedback. <p>Meeting 2</p> <ul style="list-style-type: none"> ● Rap Concert <ul style="list-style-type: none"> ○ After each group performs their rap or plays their recording, students will give peer praise/comments. 	T.Cr3.2 (present)	<p>Meeting 1</p> <ul style="list-style-type: none"> ● When going around to each group, the teacher can assess students' progress. <p>Meeting 2</p> <ul style="list-style-type: none"> ● Final performance/presentation of projects

MUS 485/585 Hip Hop Unit Plan

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			Three things that they really enjoyed and one thing that they feel like they could have done better.		• serves as final assessment. • Students' comments to their peers also allow the teacher to assess their understanding.
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