

Roots of Pop, Rock, Rap & Hip-Hop

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1. Question & Research Task

If you were to compose a song, what musical genre would you choose? Would your song express your interpretation of an important event, your opinion about an issue, or your feelings about a personal experience?

Watch this interview by the acapella group The Filharmonic to understand how their music is influenced by their life experiences.

In this Slam Dunk you will conduct brief, focused research about some modern musical genres to answer the inquiry question:

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How are musical genres influenced by history, society and personal experience?



2. Information Sources

Use these information sources to build background knowledge about the history and development of one of these music genres, and to help you complete the Student Activity on Slide 3. Take some notes when you find interesting facts.

	Rap/Hip Hop	Pop	Rock
YouTube	Rapumentary	The Evolution of Prince	Interview with Chuck Berry
Discovery Ed videos	Hip Hop Roots	Pop Music in the 20th Century	The Roots of Rock and Roll
BrainPop	Hip-Hop and Rap – multiple sources		
World Book Student	Rap Music	Popular Music	Rock Music
SIRS Issues Researcher	Hip Hop Happens	Five Hardest Questions in Pop Music	Celebrating 50 Years of Rock & Roll



The [Rock & Roll Hall of Fame and Museum](#) in Cleveland, Ohio

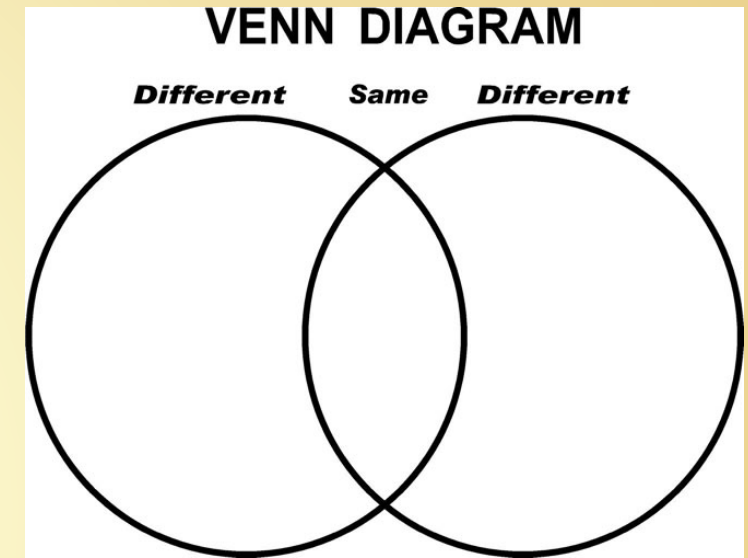
If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.

3. Student Activity

Use your learning from the information sources on Slide 2 and the additional sources below to **research two artists from a genre of your choice**. Compare and contrast one artist who was influential at the beginning of the genre's history, and an artist who is popular now.

Create a **Venn diagram** to summarize similarities and differences between the two artists. You may use one of these tools:

- [Google Slides](#)
- If you prefer, you can create a Venn diagram on paper.



	Rap/Hip Hop	Pop	Rock
Influential Artists of the Past	Run D.M.C Beastie Boys	Prince Madonna Jackson 5	Elvis Presley The Beatles The Rolling Stones
Influential Artists of Today	You choose a music artist that interests you! Find a music artist in your genre. World Book Kids – Important People - Pull down the Choose job or achievement menu (below the Search box) to Musicians, Composers & Singers to find an artist in your genre.		

You may be able to find songs by the artists for listening on – ask your teacher or parent to play you a song from your chosen genre!

Check your school library's [Destiny](#) catalog for a biography book about a music artist!

← Your teacher or librarian can help you find music artists for your chosen genre in the databases on the left.

4. Assessment Activity

How are musical genres influenced by history, society and personal experience?

Today's musicians are often very active on social media sites.

Create a “fake” social media profile OR messages for the music artists you researched. Include details from your notes and Venn diagram to show how history, society, and personal experience influenced the artist's music and the development of the genre.

- [Google Slides](#) Instagram story
- Another digital or non-digital tool recommended by your teacher or librarian.

Rubric for evaluating your work:

- Musician's [Social Media Profile](#)



Image from Google Slides assignment

5. Enrichment Activities

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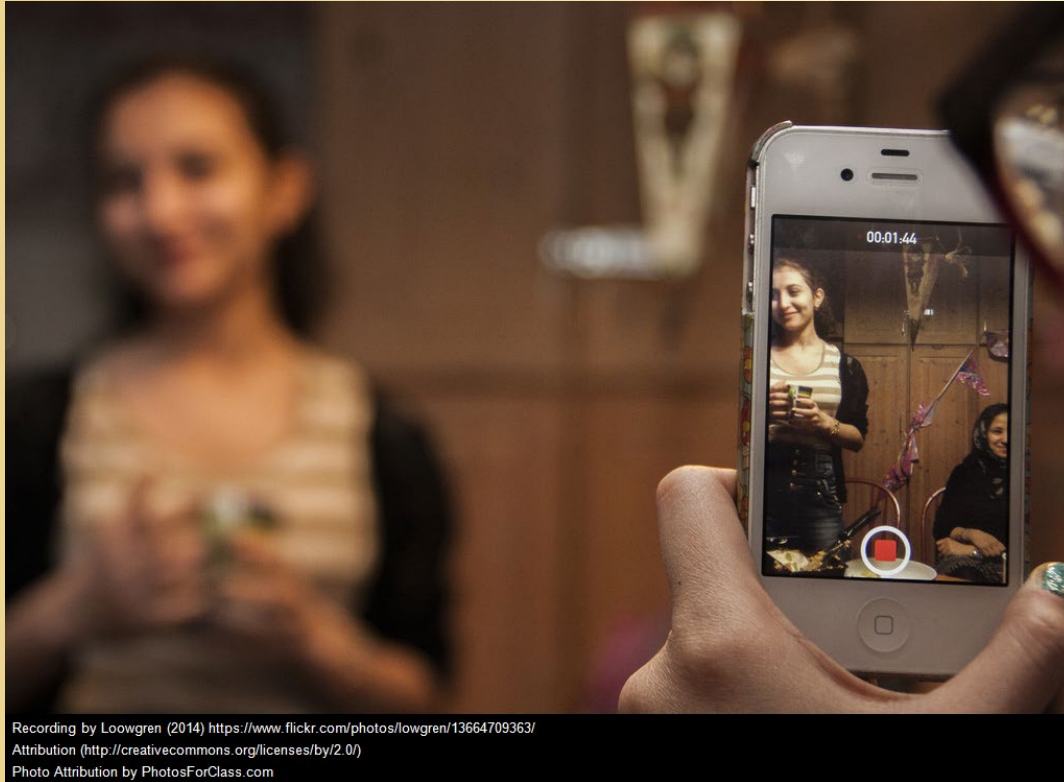
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1. Create your own lyrics and music for a song in the genre you researched. Include your interpretation of an event, your views about a social issue, or your feelings about a personal experience.

Use your device to record your song to share with others.

Use one of these programs to record your song.

- Wixie
- Audacity – on your device
- Sound Recorder – on your device
- Camera – on your device

2. Explore music and sound with Chrome Music Lab

6. Teacher Resources

Learning Standards Alignment

Maryland Fine Arts Standards for Music

Indicator 7A: Select music and describe, citing evidence, how personal interests, experiences and purposes influence musical choice.

Indicator 7B: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements and context (social, cultural, and historical).

Indicator 8A: Summarize and explain how artistic qualities are used in musicians’ interpretations.

Indicator 9A: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

Indicator 11A: Describe and justify how music is a form of personal communication and expression.

Indicator 11B: Describe and explain factors that impact the role of music in the lives of people.

Indicator 11C: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2023 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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Grade 8 American Music

Objective: Students will conduct brief, focused research in order to determine how history, society, and personal experiences have influenced modern music genres.

Time Frame: 2-3 class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources for as needed](#).
- Many sources are from BCPS databases. Sources with higher Lexile levels have a **read-aloud feature** which will aid student comprehension.
- **Teacher/librarian should peruse the current music artists available in World Book Kids and America the Beautiful (on Slide 3)** in order to help students locate an article about a current music artist for their chosen genre. There are articles available for many artists representing all of these genres.
- See support pages from the ODL Resource wiki for the ClassTools [Fakebook](#) and [Twister](#) tools students will use for the Assessment on Slide 4).

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Teacher/librarian should peruse the current music artists available in World Book Kids and America the Beautiful (on Slide 3) in order to help students locate an article about a current music artist for their chosen genre. There are articles available for many artists representing all of these genres.
- See support pages from the ODL Resource wiki for the ClassTools [Fakebook](#) and [Twister](#) tools students will use for the Assessment on Slide 4).