

Curriculum Unit
Title

Social Problems Through Musical Expression

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

In this unit, **Social Problems Through Musical Expression**, students discuss social problems of violence and then explore this in music. They discuss the impact of violence in their lives and perform compositions using improvisation, call and response and puppetry. Their lyrics can give solutions by showing caring and social awareness to violence.

ESSENTIAL QUESTION(S) for the UNIT

How do performers interpret violence?
How do individuals create music to show how to cope with violence?
How can other artistic expressions be used to create, perform and respond to violence?

CONCEPT A

Dramatic structure

ESSENTIAL QUESTIONS A

How do performers interpret violence through the arts?

CONCEPT B

Improvisation

ESSENTIAL QUESTIONS B

How do individuals create music to show how to cope with violence?

CONCEPT C

Active Listening

ESSENTIAL QUESTIONS C

How can other artistic expressions be used to create, perform and respond to violence?

VOCABULARY A

Human rights
Equality
Frayer Model
Violence

VOCABULARY B

Imagination
Empathy
Originality
Meaningful

VOCABULARY C

Call and Response
Improvisation
Creativity
Collaboration

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Dramatic Structure: "Violence in Society", <https://www.leaderu.com/orgs/probe/docs/violence.html>.
Social Justice by David Haugen, Susan Musser, and Vickey Kalambakal.
Improvisation: Intellectual Empathy: Critical Thinking for Social Justice by Maureen Linker.
Listening: "Teaching Social Justice in the Music Classroom" by Andrew Berman.
"Why Can't We Be Friends? Using Music to Teach Social Justice." by Denise Levy.
"Hip Hop: Today's Civil Rights Movement?" NPR.
Teaching for Diversity and Social Justice: A Sourcebook by Maurianne Adams.