The Classroom Album: Fostering Collaborative Behavior through Group Composition

Proposed Audience: NYC public middle school students (6th-8th grade)

Unit Essential Questions:

1. What is the link between popular music and social justice?
2. What is the role of popular music in society?
3. How can we use collaborative songwriting as a tool for conflict resolution?

Unit Guiding Questions:

1. What is a “protest song”?
2. How can we use music and lyrics to promote racial equity and justice for all communities?
3. How does collaborative songwriting foster allied behavior?
4. How does the critical analysis of popular songs encourage empathy, understanding and tolerance for others?

Unit Aim:

What are the elements that make a “protest song?” How can we respectfully contribute our individual points of view (as group members) to a collaborative songwriting project?

Unit Objective:

Students will be able to analyze music and lyrics through the lens of social justice, using critical listening techniques. Students will learn to use song composition (music and lyrics) as a tool for reflecting, shaping, and inspiring meaning related to social inequity (racial, gender, or socio-economic status).