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| Date: 11/27/18 | Class: General Music |
| Materials:* Computers
* Completed Research Worksheets
* Example Script
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| Standards* MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.
* NJ 1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.
* NJ 1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
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| Focusing Question * What did you learn about your decade or genre of music while researching?
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| Objectives:* SWBAT identify historical context, fads, musical characteristics, and hit songs from a specific decade and genre of music.
* SWBAT incorporate the information they found in their research into a radio broadcast script.
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| Time | Activities |
| 555Rest of class time | * Discuss what students found out about their decade or genre of music.
* Explain script portion of project:
	+ There is a sample script in Google Classroom
	+ You incorporate all the research from your worksheet into your script – read an example passage
	+ You will be playing clips of your songs – between 15-30 seconds per song. You MUST use the clean version of your song and songs should be school appropriate.
	+ Yes, you will be presenting part of these to the class
	+ You **must** hand in your Works Cited with your script rough draft
	+ Script rough drafts are due at the end of the next class period
* Facilitate discussion of what students can use to incorporate into their scripts to make the broadcast sound more authentic and to make the broadcast more fun
	+ Slang, commercials, etc.
* Students take the rest of class to begin working on scripts, while teacher visits each group to look over research worksheets and discuss where students are planning to go with the projects
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| Assessment:* Assess student ability to identify historical context, fads, musical characteristics, and hit songs from a specific decade and genre of music by reading through student research worksheets.
* Assess student ability to incorporate the information they found in their research into a radio broadcast script by reading script rough drafts and asking students questions about what they are writing.
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| Adaptations to meet Individual Needs* Instructions given verbally and in writing
* Individual instruction from teachers during individual work time, both to assist students who need extra help and to provide challenging and thought-provoking questions to students who need enrichment
* Students with IEPs who cannot complete the entire assignment can opt to script their broadcast with a 5-song countdown, 3 fads, and 2 historical events.
* Students can choose to work alone or with a partner.
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