

Music and Performance- Academic lesson plan
Maggie Clarke and John Honish
A Cross-Curricular Creative Mini-Unit

Notes and explanation on how music has been incorporated into this lesson:

This is a cross curricular lesson in Geography and English, and is one of many cross curricular lessons and units we do. All these themes and activities are based off or extensions of a short story we read, which has a theme of bullying and takes place on Venus where it always rains. Music is often in our lessons, and is incorporated into this one in a few ways:

First, we use parody music videos that we make with the students to relay content and instruction. In this lesson, we use two of our parodies to popular songs to relay information to the students, including one about how to do non-fiction writing: parody of "Topsy", and one to review figurative language, parody of "Thrift Shop" (See links to parody videos we made below).

Also, we use music to address social change and instruction about humanity, as these themes are found in so much music and it is what makes music such a powerful instrument in social change. In this lesson, we watch and reflect/discuss "Man in the Mirror" music video, and we collaborate with the students to create their own music video to that song with their own voice about social change (See sample of what they made <https://www.youtube.com/watch?v=PivWY9wn5ps>).

Lastly, we also use music to help the kids with tone and comprehension of a story. The students use a very cool website called buttonbass.com to create their own musical score/sound track (background music) to accompany their group performance of a dramatic reading. In their groups they practice a dramatic reading and create visual art to be the background and music to play with their reading. The music and art represent the developing and changing tone of the story, check out the website because it is very cool.

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Classes/Subjects: Language Arts and Geography

Objective: Students will learn to visualize for a reading strategy as they read a short story through creative performance. Students will also make connections and build background knowledge from research and non-fiction writing.

Students will be able to identify examples of climate and environments impacting daily life in various geographic locations

Essential Questions and Themes: How can I express my own voice about social issues and change? How does setting impact plot, and how does literature reflect human construct? How does what I read in science fiction relate to real nonfiction information? How can I visualize and audiotize what I read? - Bullying/social change and message - Science fiction vs nonfiction - visualization and tone.

Why do people choose to live where they live? How do varying climates impact the lifestyle of people?

Skills: Short Story comprehension and reading strategies, replicate tone through music, demonstrate comprehension through visuals, and fluency through performance, Nonfiction reading and writing, Analyze effect of climate and environment on people and setting on plot of a short story, Reflection of world issues and change, expression of social message.

Analysis of population density patterns in wet vs. dry climates, warm vs. cold climates, access to vegetation or water

Time Frame: Five 45 min. Classes in Language Arts and five 45 min. Classes in Geography.

Textual Resources:

- “All Summer in a Day” Short Story by Ray Bradbury set on Venus
- www.space.com www.nasa.gov Non fiction information about venus
- <https://bigpictureeducation.com/how-does-climate-change-affect-human-health>
- <https://prezi.com/nrypwwpchion/how-weather-climate-affect-daily-lives/>
Presentation/discussion

Audio/Visual Resources:

- <https://www.youtube.com/watch?v=PivWY9wn5ps> Music Video of Michael Jackson’s “Man in the Mirror”
- <https://www.youtube.com/watch?v=Te67GWNFnUo> Movie we created to teach nonfiction writing skills, Parody to “Topsy”
- <https://www.youtube.com/watch?v=ufPVIQ46z3k> Movie we created to teach figurative language, parody to “Thrift Shop”
- www.buttonbase.com (music composition and creation website, where students can overlay different beats, sounds, and rhythms to create and record their own music.)
- <https://www.youtube.com/watch?v=EtW2rrLHs08> Bill Nye Climate Change 101 video

Technology Resources:

- Googleslides/Docs
- iMovie editing
- Google Maps and Google Earth

Assessments: - Group dramatic read visual and musical performances, Writing assessments in short answer questions, and geography paragraphs, video on social change

Student Handouts and Directions:

<https://docs.google.com/document/d/1EyHiE2GF8amBCxYYyPrxjFpTwyCMLemI2FwHw33f73c/edit?usp=sharing>

Examples of Student product from this lesson-

https://www.youtube.com/watch?v=Ac5_Wceky4U (Example product of social message video to Man in the Mirror)

Procedure and Timeline:

English Class	Geography Class
<ol style="list-style-type: none"> 1. Students should review figurative language by watching the “Thrift Shop/Figurative Language” music video from our youtube channel. 2. Read the story, and students should identify at least one example of figurative language in the story. 3. Students will take the all summer in a day short answer quiz on Edmodo 	<ol style="list-style-type: none"> 1. Students open class posed with the question “Why do people live where they live?” Students write responses first, then discuss as a class 2. Teacher leads guided activity analyzing population density map examples compared to climate, vegetation and resource maps to highlight that heavily populated areas are often favorable in those categories 3. View Bill Nye Climate Change 101 video as preview of tomorrow’s topic
<ol style="list-style-type: none"> 1. Students will discuss short answer quiz, especially that the author’s message was not to bully and how the setting affects the plot: ie if it were not on venus and not raining all the time, the girl would not experience seasonal depression and may not be as victimized. Also, if it were not raining, the one day of sun would not matter, so the conflict would be irrelevant. 2. Discuss the descriptive writing element that Bradbury does such a nice job with and explain how to visualize as you read. Go over directions for the dramatic reading performance to groups and choose roles. Introduce vocabulary like score, soundtrack, rhythm, beats, overlay, etc. Have the students begin to create their visual and musical backdrops for their part of the story, and discuss how it should change because they express tone and plot. Let them compose a song on buttonbass.com with the last 5 minutes so people do not fight over that role in the group. Here are the directions: Link to directions doc 	<ol style="list-style-type: none"> 1. Students read non-fiction climate change article. Questions posed to class before reading for consideration (1. How would climate change impact our daily lives in Beloit, WI and 2. Explain how one area of high population density we looked at yesterday would be impacted by climate change) 2. Class discussion on the guided questions 3. Look at climate patterns and environment of Venus, being sure to establish connection to the story being read in Language Arts class. Compare the environment in Bradbury’s story to the actual data they are finding and ask class to write ways that the story might differ had Bradbury been more aware or knowledgeable about Venus at the time he wrote it. 4.
<ol style="list-style-type: none"> 1. Students should finish preparing their 	<ol style="list-style-type: none"> 1. Students will watch our “Topsy” parody about non-fiction writing and review the elements of writing non-fiction. - https://www.youtube.com/watch?v=Te67GWNF

	<p>2. Students will write a non-fiction paragraph about the prevalence of bullying and social movements pertaining to it.</p>
<p>1. Bell work: Remind the students that in the story, the major message was not to bully. Most of them think they do not bully, but it is still a problem that affects many people all over. What can they do to create social change? Talk about expression and how they can inspire others to join their cause. Talk about the definition of social change and empathy.</p> <p>2. Watch “Man in the Mirror” two times, so they can really look closely. As they watch a second time, have them reflect on the following doc: Man in the Mirror Reflection Link these types of questions on the document:</p> <ol style="list-style-type: none"> 1. What people/events from history do you recognize? 2. What was a powerful lyric line that stayed with you 3. How would this affect someone to make change 4. Free write: Respond... anything that comes to mind. 	<p>1. Students will begin to create their Man in the Mirror Video in Geography today, and in English tomorrow. This includes filling out the change flyers they will hold, brainstorming and developing text for the video, creating charade like symbols of change and filming the isolated parts (picture frame).</p>
<p>Finish filming and edit the video with the help of Ms. Clarke and film the outside as an entire school during Titan time. ** End of mini unit**</p>	<p>Watch the video they made. ** End of mini unit**</p>