

Lesson Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

Lesson: Creating a musical podcast

Teacher: Julie Rankin, Hamilton Elementary, Fresno, CA

Enduring Understanding	Objectives	Pre-Assessment	Assessment
<p>THE BIG IDEA Students will understand that by utilizing Garage Band technology, they will be able to record and broadcast their own podcast musical play, downloadable for public listening.</p> <p><u>Key Concepts / Questions</u> --Overall question How to prepare and deliver a musical with content information, using proper voice expression, intonation, and annunciation for the intended audience. --Specific topic question How to prepare a musical play for a podcast recording.</p> <p><u>Music Content Standards</u> Music Standard 1. Singing alone and with others a varied repertoire of music. Music Standard 3. Improvising melodies, variations and accompaniments.</p> <p><u>Subject(s) Content Standards</u> Reading 1.3 Read aloud narrative text fluently and accurately with appropriate pacing, intonation, and expression.3.3 Determine what characters are like by what they say or do. Listening and Speaking 1.8 Clarify and enhance oral presentations through the use of appropriate props. 1.9 Read aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. Technology Standard 1. Students are proficient in the use of technology, Standard 3. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. Standard 4. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</p>	<p>Knowledge and skills students will need to complete the final product or performance?</p> <ul style="list-style-type: none"> • Memorization of script presentation with appropriate expression and intonation. • Memorization of song solos and choral pieces using appropriate voice modulation, annunciation and pitch. • Correct timing of acting parts and songs • Correct voice levels and distance from the microphone to get maximum quality voice and song recordings • Students need to know that a podcast is a downloadable recording from a webpage or computer that has digitally recorded commercial broadcasts, educational broadcasts, or broadcasts of any skill level or content. They may be as elaborate as including video, pictures, sound effects, and music to simple voice recordings. They may be kept on a computer or ipod for multiple listening for a wide audience. <p>Final performance or product <i>In what way(s) will students demonstrate what they have learned?</i></p> <p>Students will have successfully recorded a musical play available as a downloadable podcast by friends and family in the school community. They will have performed and recorded an authentic musical for a greater audience available as a permanent recording.</p>	<p>Students <i>How do you know what students already know? How can you find out?</i></p> <ul style="list-style-type: none"> • Due to the public nature of performing a musical, skill levels are immediately disclosed during daily practice. Class practice session of the dialogue and musical pieces allow for review of all musical terms, and practical opportunity for performance practice. • During recording, the immediate feedback of playing back the scene allows students to hear what their voices sounds like singing a solo or speaking a section of dialogue. They are immediately able to determine if they used correct expression and pitch. • Students eagerly and impatiently away the final product available for download. If they have forgotten how, they are eager to relearn where to go and how to download their own singing debut on the musical podcast. <p>Teacher <i>What content knowledge and resources will you need to implement the lesson?</i></p> <ul style="list-style-type: none"> • You must have a musical script with the soundtrack available for recording on your computer • Access to Garage Band and itunes • External mic • Some sense of how to perform a musical, including how to get the students familiar with the notion of acting and singing solos 	<p>Summative <i>How will you know that students have achieved the standard(s)? Refer to the six facets of understanding listed below.</i></p> <ul style="list-style-type: none"> • Students will be able to explain the content from the musical (science facts about the planets) • Students will be able to interpret how a particular character would act and sound, even if they are a Planet in outer space. • Students will apply their knowledge of musical terms for tempo and dynamics, as well as have a practical application for reading with expressions • Students will have perspective on the history of performing a story which is sung, and that their voice is the instrument to deliver the information • Students will empathize with others who find public performance more uncomfortable, and practice with each other building fluency and a cooperative classroom community • Students will gain an incredible self-knowledge that they can contribute to a permanent part of history, recording a project that may have seemed overwhelming or frightening at first, but developed into a beautiful artistic masterpiece! They will develop a confidence and pride from having a public recording available for friends and family to download. <p>Formative (For longer lessons) <i>How will you assess students' progress toward the objective?</i></p> <ul style="list-style-type: none"> • Again, the beauty of a podcast recording is the immediate and constant feedback. Practice is required, and recording/playback provides instant opportunity for students to not only assess the project as we are working on it, but also assess their own work and their improvement.

The Six Facets of Understanding (How do we know that we know?)

Explain

Interpret

Apply

Have perspective

Empathize

Have self knowledge

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Process	Notes
<p>Learning Sequence: <i>What are the steps involved in implementing this lesson?</i></p> <ol style="list-style-type: none"> All students were given a copy of the musical script <u>Vacation on Mars</u>, by Bad Wolf Press. The scripts were rehearsed and students were required to choose several parts to memorize for try-outs. All musicals by Bad Wolf Press have plenty of speaking parts for each student in the class to have a speaking part, singing part, as well as a part in the chorus. Once the parts were assigned to students, we practiced as a class to the CD version of the musical with the recorded vocals for the songs so the students were able to hear the rhythm and intonation. The music was downloaded onto the classroom computers also for independent practice. We then practiced (and practiced!) using the tracks for the songs without the recorded vocals, allowing the students to sing the solos and the choral sections using only their voices. This segment of the practice took the longest, as students had to overcome their anxiety for singing their solos, and “become” the character. Once our practicing brought us to a level of proficiency, comfort, and memorization, we proceeded to make a recording of our musical play for a podcast, which would be available for download on our school website. Podcasts can be recorded using the Garage Band feature of your Mac computer. The musical tracks were downloaded on itunes, and then opened up in the Garage Band control menu. I was able to drag the musical numbers we needed and overlap the music with the dialogue. Although most computers have an internal mic, we found the sound was too quiet and used a plug in mic on the computer. We also used the “Ducking” feature on the Garage Band recording option, which lowered the musical track and made the singing voices or voices prominent in the recording. We were able to playback and do retakes if necessary by rerecording over our tracks. Once the musical play was recorded, it can be exported as a podcast into itunes (if you have a registered account), however we were recording ours for the school community to download. Our school website has an option to import a school recorded podcast. This podcast would then be available to parents and families at home to listen to their own singing stars! The students listened over and over again to their performances, and they certainly felt like performing stars. <p>Vocabulary: <i>What new words will students need to learn in order to achieve the objective(s)?</i> Diction, annunciation, projection, intonation, expression, musical terms for tempo and dynamics: fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, adagio, andante, moderato, allegro, presto, podcast, track loop, ducking, dubbing, importing, downloading.</p>	<p><i>What adaptations might you make to the learning sequence in order to meet different student needs?</i></p> <ul style="list-style-type: none"> The beauty of choosing a musical (which included science content) from the company “Bad Wolf Press” is that there is a part for every skill level, and it is a community effort. I would definitely choose a script or a company that lends itself to developing classroom community and cooperation. Students must practice together, and this project encouraged students to WANT to practice their lines together on their own time. Make sure every student has a script they may highlight, and have the soundtrack available for song practice. Many musicals from Bad Wolf Press give permission to reproduce the musical recordings. <p><i>Any other comments on the implementation of this lesson?</i> To me, the actual performance of the musical was the easy part, for drama and music are a great pleasure in the classroom. The idea of a voice only performance eases the anxiety students may have who find public performance difficult. However, by nature I do not consider myself techno-savvy and I discovered how to create the podcast by trial and error, which I truly encourage you to try. Garage Band has excellent tutorials and their current version, Garage Band 3, has video tutorials that will hold your hand through the process. As frightening as it was for me to venture into this area of technology, the payoff was incredible. Students who struggled with reading practiced nonstop on their scripts and singing solos. They were incredibly motivated, and found themselves relating to opera pieces I had previously played for them which told a “singing” story. All I can add is to try this despite any hesitation you may have.</p> <p>Equipment, Materials, Resources: <i>What is needed for the lesson and the assessment?</i> Musical script with CD of songs, copies of scripts, Macintosh computer with Garage Band recording capabilities, external mic, ipod (to play download) website to import your podcast for broadcasting.</p>