Expanding & Understanding New Genres

Both technology and music are changing drastically, and as educators we need to be prepared for whatever obstacle a student brings to us. Below is an outline on ways to teach the ideas of new genres, and apply them to a classroom setting. This particular outline shows the understanding of iPad and iPhone applications. There are billions of applications in the application store, and they are constantly developing new ones. As educators it's important to know what is out there in order for our classroom to stay modern, and keep our students intrigued.

Setting the stage for successful learning
- *Ask generic questions to begin discussion.*
- *Break the discussion down into four different categories*
  - *History*
  - *Development of genre*
  - *Style*
  - *Important attributes.*
- *For each section ask specific questions for example*

History:
- Where did the iPhone/iPad Originate?
- Who created it?
- What company created it?
- How many apps are there?
- When was the first technological advancement for this device?

Development of Genre:
- *How many music apps are there?*
- What apps can we use to tie in Rap/Hip Hop?
- Are there lyric making apps?
- Are there apps to make beats?
- *Do we really need any of these apps?*

Style:
- *What kind of application is it?*
- *Where can it be used?*
- *Who is eligible to use this application?*
- *Is the application age appropriate?*

Important Attributes:
- *Know what iTunes is*
- *Know where the application store is on the iPad/iPod etc.*
- *Know where to search for applications in the application store.*

Middle Stages
- [ ] *Once you asked them specifics about the four catgories have them explore each individual category*
- [ ] *While exploring keep the "End in View" in mind*
- [ ] *Students will take notes on each individual catagories*
- [ ] *Students will choose cataogry that interests them the most*
- [ ] *Once their notes are completed have them create an outline for one category*

Outline should consist of:
- *Questions the students seek to answer*
- *Some potential problematic areas when learning a new application*
- *What the application is about*
- *It's history and why it was choosen*
- [ ] *Once the out line is complete, allow the students to collaborate to share and constast ideas*

Ending Stages:
- [ ] *Once the outline is completed the students will learn an application of their choosing in one of the four topics*
- [ ] *Students will demonstrate their knowledge in an in class exhibition*
- [ ] *Each student will demonstrate their application*
- [ ] *Students will give feedback*
- [ ] *Self-assessment will be given out at the end*

Self-assessment questions:
- [ ] *What did you learn?*
- [ ] *How much time did you spend outside of class working on this?*
- [ ] *Was the project fun?*
- [ ] *Would this be something you would be interested in doing again?*
- [ ] *What did you like, and why?*
- [ ] *What didn't you like, and why?*
- [ ] *Why did you choose these songs?*
- [ ] *What grade do you feel you deserve on the project?*
- [ ] *How would you rate your effort on the project? (Circle One)*

1   2   3   4   5   6   7   8   9   10
- [ ] *What would you like to see done differently if we were to do this project again?*

*These questions are also seen in the **Self-Development & Curriculum Design** section under*

*"**Evaluation Sheet.**" These questions I find very relevant to students and to myself as an educator. Not*

only are the student critiquing themselves, they are critiquing me. With the feed back I recieve I can

then develop a better understanding of what the student wants to see and mold projects based off their

inquiry.