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Musical War Project

Merriam: Music as a Physical Response

Hutu Vs Tutsi

Grade: 9-12

Students:

Students will make a video of songs they think go with their tribe

Students will Create music video of each individual tribe (Two groups)

Students will imitate dances they think will go with the tribe (With video playing in background)

Knowledge:

-What the book is about

-What the Rwandan Genocide is and its importance in History

-Who the author is, (Immaculee Ilibagiza)

-How to use Media Devices (Ex: Camera, iPhone, iPad , Laptop etc.)

-How to use editing software (Ex: iMovie, Windows Movie Maker etc.)

-How to use YouTube (Uploading a Video)

Skills:

-Basic musicianship

-Organization of ideas

-Time Management

-Motivation

-Concentration

-Responsibility

-Self-Regulation

-Communication

21st Century Skills

-Critical thinking and problem solving

-Collaboration

-Effective Oral and Written Communication

-Accessing and Analyzing information

-Curiosity and Imagination

-Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

-Cooperation

-Creativity

-Organization

-Technological Fluency

-Innovation

Dispositions:

- Gathering data through all senses
- Display independence in applying a variety of learning strategies and use of resources to accomplish a task.
- Be environmentally, socially, and ethically responsible members of the community
- Use appropriate social skills to work and accomplish a goal with others
- Have the basic skill to support learning and the accomplishment of higher level task
- Be independent thinkers who can respond critically to a variety of materials and perspectives offered through diverse media.
- Striving for accuracy and precision

Feelings/Emotions:

Empathy
Pathos
Sadness
Compassion
Sympathetic
Grateful
Engaged
Curious
Intrigued
Frightened
Horrorified
Uneasy
Shocked

Questions:

- What is the Rwandan Genocide?
- Who are the Hutu's and the Tutsi's?
- Who is Immaculee Ilibagiza and what is her story?
- Where is Rwanda?
- When did this occur?
- What kind of music can we associate each tribe with?
- Where can we look for sources and information?

Phase 1: Activity(y/ies) to set the stage

Week 1: Discussion

Teacher: Introduce Topic

-Music as a Physical Response

-What: Create a music video, choose songs for the video and imitate dances they think will go with the tribe.

Student:

-Take notes

-Ask questions to clarify the specifications of the project

Week 2: Resources

Teacher:

-Introduce resources (But not limited to)

- The Application store
- YouTube
- Audacity
- Naxos
- Spotify
- Windows Media Player
- i Movie
- Quicktime

-Discuss the audio recording devices (Ex. Video Camera, iPhone, iPad etc.)

-Will further elaborate on specifications for these programs based upon students request

-Demonstrate how to use a resource of the students choosing

-Ask a volunteer to come up and demonstrate the resource appointed

-Demonstrate how to use one of the audio recording devices if students need so

Student:

-Take notes

-Ask questions if there is confusion

-Demonstrate resource

Week 3: Group Placement & Brainstorming

Teacher:

-Place a sign on the wall on opposite sides of the room one labeled “Hutu” the other “Tutsi”

-Allow students to choose tribe based on interest

-If tribes are unbalanced politely ask students if they are willing to move to the tribe that is unbalanced

-Give students the opportunity to brainstorm ideas

Student:

-Choose group

-Begin brainstorming ideas for the project

Phase 2: Activity(ies) that engage students in learning

Week 4: Engagement

Teacher:

-Allow student to self-regulate learning

-Provide guidance when needed

-Inform students on Midway Check-in, and the requirements for the check in.

-Requirement(s): Provide a short answer response (1-2 Paragraphs) on the ideas they have come up with for the project, and how to carry them out. What tools are necessary to complete this task?

Student:

-Work on project diligently

-Ask questions if needed

-Create a formal outline based on requirement for the midway Check-in

Week 5: Midway Check-In

Teacher:

- Go over outline with groups individually (While one group is discussing with the teacher, the other will continue working)
- Provide guidance
- Introduce when the final phase will occur (When, Where, For Whom. etc.)

Student:

- Go over outline with the teacher (While one group is discussing with the teacher, the other will continue working)
- Begin accomplishing the tasks on their guideline sheet

Week 6: Media

Teacher:

- Will sign out rooms for students to use
- Inform students to use time wisely and begin recording/assembling video
- Allow students to begin recording for their final product
- Go back and forth between rooms to make sure they are on task

Student:

- Begin recording
- Become familiar with software
- Ask questions if needed

Week 7: Carry Out

Teacher:

- Provide guidance
- Inform students to go into room they were working in last time
- Make sure they are choreographing some sort of dance

Student:

- Continue recording/working
- Begin to compile a video
- Make sure choreography is ready

Phase 3: Activity(ies) in which students share their knowledge in a culminating event, as well as reflect on their learning

Week 8: Revising Phase

Teacher:

- Give students a checklist sheet to make sure they have completed all task
 - Go over videos with each individual group
 - Have students make list on things they think they can improve on before final product is due
- Reminder: PROJECT IS DUE IN TWO WEEKS!**

Student:

- Analyze and critique their work
- Create list of improvements

Week 9: Final Revisions

Teacher:

- Make sure the students have met the requirements
- Inform students to prepare for the performance (In class performance)

Student:

- Preparation for the final product

Week 10: Exhibition (In Class)

Teacher:

- Watch the performances
- Assessment based on:
 - Comprehensiveness
 - Relationship to the text
 - Effort
 - Requirements have been fulfilled

Supply an Evaluation Sheet: (Homework due the following week.)

- What did you learn?
- Was the project fun?
- Would this be something you would be interested in doing again?
- What did you like?
- What didn't you like?
- Why do you choose these songs?
- What grade do you feel you deserve on the project?
- How would you rate your effort in the group?
- What would you like to see be done differently if we were to do this project again?

Student:

- Students will perform and watch classmates
- Share with the class what they learned in their groups
- Students will fill out evaluation sheet and self-critique