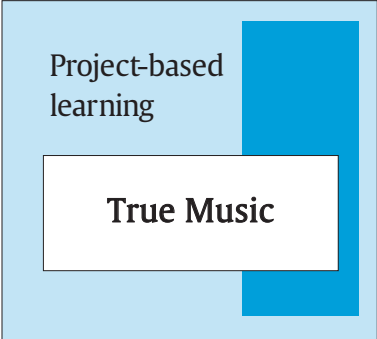


<div data-bbox="105 121 479 457">  <p>Project-based learning</p> <p>True Music</p> </div> <div data-bbox="505 100 1015 562"> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> ▶ research a given decade in U.S. history. ▶ interview a person who lived during the decade to gain a personal perspective on it. ▶ identify a work of music that is characteristic of the decade, and defend their choice in writing. <p>Student groups will:</p> <ul style="list-style-type: none"> ▶ combine elements from five previously identified songs into a musical work that reflects the last half century. ▶ rehearse and present their composition. ▶ evaluate the compositions of peers. </div>	<p>STANDARDS</p> <p><i>This project meets the following national standards for high school:</i></p> <p>NSS-USH.9-12.10 Era 10: Contemporary United States (Students) understand economic, social, and cultural developments in contemporary United States. (National Center for History in the Schools)</p> <p>NL-ENG.K-12.8 Developing research skills Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (NCTE)</p> <p>NA-M.9-12.8 Understanding relationships between music, the other arts, and disciplines outside the arts Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings. . .). (Consortium of National Arts Education Associations)</p> <p>NA-M.9-12.7 Evaluating music and music performances Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (Consortium of National Arts Education Associations)</p>
<p>WEEK 1: American composer George Gershwin said, “True music . . . must repeat the thought and inspirations of the people and the time. My people are Americans. My time is today.” During the first part of this project, each member of your group will research a decade and identify a musical work that is a true reflection of it. Step 1: Divide into groups of five. Assign one of the following decades to each group member: 1990s, 1980s, 1970s, 1960s, 1950s. (Note: You must know someone who lived during the decade that you have been assigned.) Step 2: Find out the following about your decade: What 10 events defined it? What 10 people most influenced it? What 10 trends, new products or cultural phenomenon (e.g., rock n roll) were unique to it? Step 3: Explain each of your findings in detail.</p>	
<p>WEEK 2: Last week, individual group members researched one decade from 20th-century American history. This week you will each interview an individual who lived during the time period you researched. First, identify your interviewee; the person should have been a teenager or older during the decade in question. Next, develop 10 interview questions that will help you get the feel of the decade from a personal perspective. Ask your interviewee about her or his memories, defining experiences, fears, dreams, etc. How was that decade different from now? Would she or he like the opportunity to relive it or change it? What music defined the decade for her or him? Why? Record each interview on tape or by hand.</p>	
<p>WEEK 3: You have researched a specific decade and interviewed a person who lived during it. In no more than three sentences, sum up “the thought and inspirations of the people and the time.” Now, your challenge is to find a piece of “true music” from any genre (pop, classical, jazz, blues, Broadway, big band, etc.) that was written during the decade and reflects your summation. The work might mirror the spirit of the decade in its lyrics, melody, rhythm, dynamics or other element. First, listen to as many pieces of music from the decade as possible. (Search the Internet, your local library, and the record collections of family members and friends.) Then, decide which piece rings truest for that time period, and explain your choice in writing.</p>	
<p>WEEK 4: Each member of your group should be armed with a song that defines the decade he or she researched. Now your task is to combine elements from all five musical works into one composition that truly represents the last half century. You can do this by cutting and splicing with a tape recorder, adding sound effects, rewriting and/or combining lyrics, playing and recording all pieces at once, etc. (Of course, you can also write an entirely original piece of music.) In short, use any method you can think of. After creating and rehearsing your composition, write a brief introduction for it that explains its noteworthy aspects.</p> <p>As a class, create an evaluation checklist that will rate each work on the criteria you deem most important. Make sure, however, that groups receive scores for how creatively and accurately their piece reflects the events and spirit of the last 50 years. (Note: <i>Creative</i> presentations contain <i>truly unique ideas</i> that others have not explored.) Carefully listen to each presentation, ask questions about it, and then fill out a checklist. Finally, discuss how the following quote by American poet Wallace Stevens applies to this project: “All history is modern history.” Do you agree with Stevens? Explain.</p>	