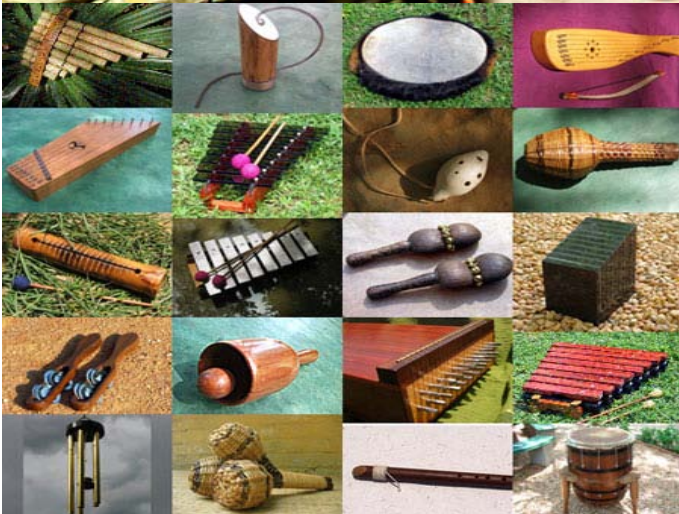


# **Contextualized Learning Activities:**



**Music & CommTECH.**



**World Music Focus.**



1. <http://www.arcmusic.co.uk/shop/musicfromazerbaijansarigelinensemble-p-797.html>
2. <http://www.dominica-the-nature-island.com/world-creole-music-festival-2007.html>
3. [http://www.abercrombiekent.com/travel\\_store/World\\_Music.cfm](http://www.abercrombiekent.com/travel_store/World_Music.cfm)
1. <http://www.cbc.ca/radio2/blog/2008/10/>

Contact Information	
Board	Waterloo Catholic District School Board
Development date	August 24 2011
Contact person	Richard Sloos / Charles Heather
Position	Teacher
Phone	(519) 741 -1990
Fax	(519) 578 -5291
E-mail	charles.heather@wcdsb.ca / richard.sloos@wcdsb.ca
SHSM sector	Music
Course code and course title	AMI3M
Name of CLA	Music and Communications Technology
Brief description of CLA	<p>Students will research a World Music performance piece and make their own piece that recreates it as a performance. Examples: Irish/Middle Eastern/Native/. Students can choose music from their own ethno-cultural background which will foster other connections in the community and the family and to wider musical experiences. The videos would be posted on a specific Schooltube account.</p> <p>Make a two minute video of the students performing songs they have chosen using Cell Phones and online editing software. (This is available online as "Google edits") on YouTube. (They can also use laptops with cameras as well or webcams or video cameras) The main goal would be to do as much of the work using the most up to date technology; eg: Smartphone's and online video editing software.</p> <p>(As an alternative students without access to a Smartphone could create a Video or a PowerPoint with inserted video to present to the class.)</p>
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	World Music, Technology and Communications
Duration	6 -10 Hours.

Overall expectations	<p><b>CRV.03</b> · compose and/or arrange musical works, showing an understanding of the creative process and making appropriate use of technology.</p> <p><b>ANV.04</b> · analyse the relationship between music and its cultural context.</p> <p><b>CRV.02</b> · demonstrate mastery of technical skills appropriate for the course;</p>
Specific expectations	<p><b>CR1.01</b> – perform musical works proficiently in a variety of styles for various ensembles;</p> <p><b>CR2.04</b> – demonstrate an understanding of all stages of the creative process in producing compositions and/or arrangements (i.e., generate ideas, develop a plan, compose or arrange a first version, revise the work, produce the final version);</p> <p><b>CR2.05</b> – demonstrate the ability to use the Internet to find possible materials (texts and music) for their works, showing understanding of the necessity of using such materials in an ethical way.</p> <p><b>AN1.03</b> – analyse live and/or recorded performances of music (e.g., performances by themselves, their peers, professional musicians), following standard procedures in critical analysis (e.g., describe their initial reaction, analyse the performance using appropriate terminology, and evaluate the performer's interpretation of the work);</p>
Catholic graduate expectations (if applicable)	<p><b>CGE3b</b> -creates, adapts, evaluates new ideas in light of the common good;</p> <p><b>CGE2e</b> -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p><b>CGE5a</b> -works effectively as an interdependent team member;</p> <p><b>CGE7g</b> -respects and understands the history, cultural heritage and pluralism of today's contemporary society;</p>

<p><b>Essential Skills and work habits</b></p>	<p style="text-align: right;"><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>✓ Reading Text</li> <li>✓ Writing</li> <li>✓ Document Use</li> <li>✓ Computer Use</li> <li>✓ Oral Communication</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>✓ Data Analysis</li> <li>✓ Thinking Skills</li> <li>✓ Job Task Planning and Organizing</li> <li>✓ Decision Making</li> <li>✓ Problem Solving</li> <li>✓ Finding Information</li> </ul> <p style="text-align: right;"><b>Work Habits</b></p> <ul style="list-style-type: none"> <li>✓ Reliability</li> <li>✓ Organization</li> <li>✓ Working Independently</li> <li>✓ Initiative</li> <li>✓ Self-advocacy</li> <li>✓ Entrepreneurship</li> </ul>
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## Instructional/Assessment Strategies

### Teacher's notes

Students will need to access Smart Phones and/or Laptop Computers with webcams. (Desktop computers with webcams would work as well.) Students will be creating 2 minute videos of their chosen performances. Students will need to access online editing software - Google Edit - to edit their 2 minute videos. The teacher will need to encourage the online exploration of various World Music traditions and have students explore their own ethnocultural backgrounds to make connections to music that applies to their backgrounds. The teacher will need to book computer lab time so initial research on world music can be done. The class will evaluate the videos online on Schooltube. (a registration based and moderator controlled video site similar to YouTube)

### Context

>Students working in the Communications and Media sectors must be able to access, use and manipulate up to date communications hardware and software. This CLA will take students through the process of creating, posting and presenting short videos on Smartphone's, laptops and the Internet.

> Students working in the Communications and Media sectors must be able to control the step by step process of using available online software - YouTube Video Editor - to create, manage and control online content such as videos, webinars, power point presentations, and online meeting and conferencing tools. (BrightTALK, Google Wave).

> Smartphone's are now ubiquitous in everyday life and in workplaces and schools. The potential to use these devices as learning tools that connect to the Internet is almost unlimited. As long as specific guidelines and controls are in place this technology can be used in a responsible educational manner.

## Strategies

Students will be involved in a wide range of instructional strategies throughout the activities in this Contextualized Learning Activity component. Students will receive instruction in various forms: PowerPoint, online videos), in order to accommodate various learning strategies. In addition to this, students will work in pairs and small group activities, online discussion forums in class and individually on assignments and projects. Ongoing teacher feedback and assessment will keep students focused on the specific tasks.

## Assessment and Evaluation of Student Achievement

Strategies/Tasks [Add rows as required.]	Purpose [Assessment for, as, and of learning]
<p>1. In a meeting with students to introduce the components of this CLA activity in relation to...Discuss Learning Goals.</p> <ul style="list-style-type: none"> <li>- Instruct students to read the hand-out "SMART goals." Discuss characteristics of a SMART goal and the process of designing a good one.</li> <li>- Provide information on the various forms of World Music with online videos and PowerPoint's. -Links included-</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding Media (text, audience, purpose) understand the concept of Web Presence and the responsible use of online resources.</li> <li>- Types of Media Products. Online videos, Video Websites.</li> <li>- Create the Media Product with up to date media technology and edit it with online software and then post it on Schooltube.</li> <li>-Based on the learning goals students have selected students will decide one or two SMART goals for this CLA to include them in their project outlines.</li> <li>-Students will connect with their personal ethno cultural backgrounds and the Music related to it and share this information with the class in their videos and in PowerPoint presentations.</li> </ul>
<p>2. Explore student's prior knowledge in small group activities to establish learning goals for this activity.</p> <ul style="list-style-type: none"> <li>-The teacher will provide ongoing daily feedback in person and online with email.</li> </ul>	<ul style="list-style-type: none"> <li>- What do you already know about posting self produced videos online?</li> <li>- Establish the use of learning goals as a foundation for determining course goals and outcomes. ("Students determine activity outcomes")</li> <li>-Students will evaluate student produced videos with checklists and feedback. Online "hit counts" will also gauge the impact and popularity of student videos.</li> </ul>
<p>3. Use Graphic Organizers –to assist with organizing ideas and determining first steps and next steps. Show online Instructional videos - "Google Edits" online Tutorials -</p>	<ul style="list-style-type: none"> <li>- Provide visual layouts so the students and the teacher can track student progress through the activity.</li> <li>-Track student progress by monitoring online progress. Students will email details of progress to the teacher. The teacher will track progress on the Schooltube site.</li> </ul>
<p>4. Students begin to create actual videos after source materials have been chosen. (World Music source, Performance details)</p>	<ul style="list-style-type: none"> <li>- Teacher will monitor and assist and provide feedback. Students will email teacher regarding progress or with questions. Students will post results on Schooltube. All participants can monitor progress on the YouTube Video Editor website. <a href="http://www.youtube.com/editor">http://www.youtube.com/editor</a></li> </ul>

5. Use checklists to plan out step by step guides for getting student videos online.  
-Use Rubrics –included- in assessing and evaluating student videos. Both students and the teacher will complete Rubrics.  
- Provide visual layouts so the students and the teacher can track student progress through the activity.  
-Have a Video Gala on the near the end of the CLA activity where all student videos will be presented as an event. The teacher and the students will provide verbal and written feedback to the presenters in small groups and as a class.

## Differentiation

**Differentiation will be based on:**

Readiness                       Learner Profile                                            Interest                     

**Differentiation will take place through:**

Content                       Process                       Product                       Learning Environment

## Additional Notes/Comments/Explanations

- > Students will already be familiar with the technology aspect of this CLA: Smartphone's, online Videos, online editing and Photo management software and navigating an increasing complex Internet landscape. Students will be able to assist each other with the tasks involved so a lot of student sharing and mutual support should take place, and should be encouraged.
- > Students will need to learn how to use online editing software and become proficient at it. Online Tutorials will help with this task.
- > Students will need to become more up to date with specific aspects of World Music traditions that may be related to their own ethno cultural backgrounds. A massive amount of online resources are available to help with this task.

## Resources

### Authentic workplace materials

[e.g., blueprints, workplace manuals, specification sheets, spreadsheets]

- > Smartphone's with 3G, most students have these devices. Laptop computers
- > Schooltube educational video posting site. <http://www.schooltube.com>
- > Google Editing software. Google and YouTube's new free online video editing software. [www.google.com](http://www.google.com). [www.youtube.com](http://www.youtube.com)
- > Musical Instruments from classroom and from home.
- > Online instructional and information videos about World Music styles and traditions.
  - TES connect website. <http://www.tes.co.uk/teaching-resources/>

Some examples: Samba Instruments PR.ppt (74kb, PowerPoint document) // Reggae.pdf (15kb, pdf document)

European Folk Music.ppt (2mb, PowerPoint document) / A-to-Z-of-world-music-Zimbabwe-<http://www.tes.co.uk>

- > AllMusic.com: <http://www.allmusic.com>
- > Small World Music <http://www.smallworldmusic.com>. This also connects to a radio program of the same name.
- > Roots World: <http://www.rootsworld.com> and their face book page: <http://www.facebook.com/RootsWorldMagazine>



### Human resources

- > Guest speakers booked through the local speaker's bureau. In Kitchener Waterloo: Business & Education Partnership (519)888-9944 x2027  
[julie@communittech.ca](mailto:julie@communittech.ca)
- > Use available family based resources from individual student's community and family connections.

### Print resources

- > ComTech Text book
- > Filmmaking dictionary

### Video resources

- > Online videos from sites referred to above.
- > Student generated online videos. Schooltube: [www.schooltube.com](http://www.schooltube.com)

### Software

- > Google edit: free online video editing software.
- > YouTube video editing software
- > Adobe Free 30 day trials video editing software
- > MS Movie maker
- > PowerPoint with inserted videos.

### Websites

- > [www.google.com](http://www.google.com), [www.youtube.com](http://www.youtube.com) & available podcasts on a wide variety of internet media outlets
- > AllMusic.com: <http://www.allmusic.com>
- > Small World Music <http://www.smallworldmusic.com>. This also connects to a radio program of the same name.
- > Roots World: <http://www.rootsworld.com> and their face book page: <http://www.facebook.com/RootsWorldMagazine>

### Other resources

- > Local music performances and performers in the community.

## Accommodations

> The teacher must be aware of individual student needs in order to adjust, adapt and modify CLA content and delivery methods. This CLA will have mostly electronic, online resources and limited hard copy- paper-materials.

>Students will have access to both Kurzweil and Dragon adaptive technology software to facilitate access to all materials and content.

>For students on an Individual Education Plan (IEP) reference must be made to the IEPs to make the required accommodations in order for students to access material and have success.

## List of Attachments

1. Grade 11 World Music Communications Technology Assignment
2. Brief Course Outlines and information for teacher planning introduction.
3. Listening and information charts for students to assess student Video Presentations:
4. Video Presentation Evaluation Rubric: Music Performance Component.
5. Resurrection CSS Talent Release.
6. Independent Study Unit Proposal.
7. Internet Research Log.
8. Video Project Production Reflection.
9. Video Presentation Evaluation Rubric version 2.

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### **Grade 11 World Music Communications Technology Assignment**

**Research** and listen to a piece of ethnic and historical music from other parts of the world. Examples include African, Native, Inuit, Indian, Middle Eastern, Asian cultures..

**Your research must include answers to the following 5 questions:**

1. Country, region, and time period of music
2. Composer Biography
3. Type of music
4. Illustrate and describe the types of instrument used.
5. Personal application: Why you chose the music, what you like/dislike about the music
6. Create music that illustrates the same style, texture of the World Music that you have chosen to do your research on. You might consider the following ideas: use a similar instrument/create your own instrument/ "lip dub" or "fake" recorded music to create the look that you are playing the music.

**Presentation Format** will be a 2-3 minute video which you will present to your teacher and class. The video will include the following:

1. Title and Directed by (you)
2. You as reporter/actor answering the 5 questions listed above to show evidence of knowledge and understanding of the type of music e.g. purpose, style, dates, composer
3. Your performance of a short musical selection simulating your choice of World Music
4. Credits including crew, Director, software and equipment used, Copyright date at the end of the video in the following format e.g. © 2011 John Student Productions
5. Video should have appropriate language (no racism, swearing, homophobic bullying)

## **Music, Grade 11, University/College Preparation (AMU3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

*Prerequisite:* Music, Grade 9 or 10, Open

## **Music, Grade 11, Open (AMU3O)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their care

### **Project CLA Assignment:**

Music students will apply the creative process using Information and Communications Technology to develop musical literacy.

### **Teacher planning:**

The teacher is encouraged to register on the specific web site for educators and students at [schooltube.com](http://www.schooltube.com) which is an easy to sign up and manage for the teacher. See the reztv channel web site at <http://www.schooltube.com/user/reztv>

Once the teacher registers, note that it may take up to 4 days to be accepted as a moderator of your new site.

The instructions to set up your site: <http://www1.schooltube.com/Registration/Default.aspx>

Once your school tube video channel site is up and running, you can upload all of your students' video work on the site. You can keep using the site indefinitely for free!

**Listening and information charts for students to assess student Video Presentations:**

**Focused Listening Chart – Video Presentation**

Name: \_\_\_\_\_

Group Names	Your subject & genre of World Music were:	I liked this about your video	I liked this about your performance

**Information Chart Peer Presentations**

Presenters	Style	Musical Example (Title/Performer)	Main Musical Characteristics e.g., Instrumentation Form	Main Social Characteristics Intended Audience Mood/Subject matter Topic

**Video Presentation Evaluation Rubric: Music Performance Component.**

Category/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> Description of characteristics of music video presentation	- describes characteristics of music video presentation with limited clarity	- describes characteristics of music video presentation with moderate clarity	- describes characteristics of music video presentation with considerable clarity	- describes characteristics of music video presentation with a high degree of clarity
Use of terminology related to the elements of music	- shows limited understanding of video communications terminology	- shows moderate understanding of video communications terminology	- shows considerable understanding of video communications terminology	- shows thorough understanding of video communications terminology
<b>Thinking/Inquiry</b> Analysis and understanding of style/selection	- limited analysis and understanding of World Music styles and genres	- some analysis and understanding of World Music styles and genres	- accurate analysis and understanding of World Music styles and genres	- insightful, accurate analysis and understanding of World Music styles and genres
<b>Communication</b> Organization of presentation	- demonstrates limited organization and originality	- demonstrates some organization and originality	- demonstrates considerable organization and originality	- demonstrates a high degree of organization and originality
<b>Application</b> Makes connections between social and musical trends	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

**Note:** Students whose achievement is below level 1 (50%) have not met the expectations for this assignment or activity.

**Resurrection CSS Talent Release**

**Date:** \_\_\_\_\_

**Director(s):** \_\_\_\_\_

I understand that I am participating in a video recorded production on this date at Resurrection Catholic Secondary School. I hereby assign and authorize Resurrection Catholic Secondary School and the Waterloo Catholic District School Board all the rights in and to such video recording. I also authorize Resurrection Catholic Secondary School and the Waterloo Catholic District School Board, without limitation, the right to reproduce, copy, exhibit-publish or distribute this video recording, and I waive all rights or claims I may have against Resurrection Catholic Secondary School and/or the Waterloo Catholic District School Board or any of its Affiliates, Subsidiaries, or Assignees.

**Print Name of Talent:** \_\_\_\_\_

**Signature of Talent:** \_\_\_\_\_

**Signature of Guardian if Talent is under 18:** \_\_\_\_\_

**Print Name of Director:** \_\_\_\_\_

**Signature of Director:** \_\_\_\_\_

(Photocopy and sign and hand in to teacher)

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## Independent Study Unit Proposal

**Name**

Due Date: \_\_\_\_\_

**Purpose/Goals**

Describe 3 things that you are hoping to learn or accomplish through your study.

**Description**

Provide an outline of your study area and what your focus will be (i.e.: a possible thesis for your work)

**Relevance to my interests**

How will this work be meaningful and relevant for you?

**Working Bibliography**

Have at least 3 sources that you have found to begin your study. Please include one book or periodical.

**Research Methodology/timelines**

How will you go about conducting your study? Provide a timeline or your goals for the next two conference dates.

By \_\_\_\_\_ ~

By \_\_\_\_\_ ~

**Form**

Discuss research, written paper (electronic), video progress

**Teacher Recommendations:**

(email or photocopy completed form to teacher)

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## Internet Research Log

Student/Director: \_\_\_\_\_  
 Crew Name(s): \_\_\_\_\_  
 Proposed presentation Date: \_\_\_\_\_  
 Project Title: \_\_\_\_\_

1. Record all ideas, web sites, information that you used in your research for this project. Remember to get permission to use someone else's ideas in your project e.g. music.

INFORMATION GATHERED ON INTERNET	How relevant is this information?	WEB SITE ADDRESS

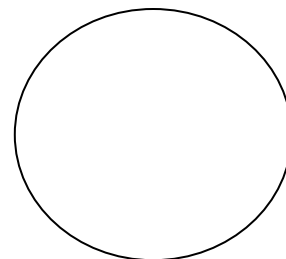
## Video Project Production

### Reflection:

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

Answer the following questions using full sentences. **This counts towards part of your Communication mark for this project.** Please be as honest as possible, this is confidential.

1. What are your roles in this filming production?
2. Which role/job do you enjoy the most and why? In what ways are you successful in this role?
3. What role/job do you enjoy least? Explain.
4. Describe at least 2 challenges you faced during this project phase of production (could be with equipment, skills, people, group dynamics etc.)
5. Are you happy with the product your production crew is working on? Explain why/why not.
6. What you like about your crew's filming?
7. What aspects don't you like about your crew's filming?
8. What would you do differently next time?
9. On a scale 1 - 10, how would you rate your level of initiative/participation in your group? \_\_\_\_\_
10. Using the pie chart circle, indicate the level of participation for each member of your group including yourself. (This is your opinion! Be honest! This is confidential!)





## Video Presentation Rubric

Video Presentation Rubric					
	Level One	Level Two	Level Three	Level Four	
<b>Knowledge</b>	<b>Content &amp; Organization</b> – Is your project organized and documented?	Not organized. Difficult to follow. Poor quality shows poor effort.	Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort.	Fairly well documented and organized. Format is easy to follow. Good explanation shows good effort.	Program shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent, well thought out explanation shows superior effort.
<b>Thinking</b>	<b>Usefulness</b> – Does your video stay focused on an informative topic? Does it promote the use of technology to inform the audience about the topic?	Project’s usefulness is in question. Does not inform; does not stay focused on the topic.	Project demonstrated development of computer technology; has problems staying focused on topic.	Project is focused and informative; promotes the use of computer technology to create the video to deliver information.	Project is focused and very informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.
<b>Application</b>	<b>Creativity &amp; Elements of Design</b> – Is your video interesting? Did your choice of elements such as film clips, pictures, backgrounds, and transitions enhance the project?	Use of elements detracts from video. Too many or too gaudy graphics; transitions, too many clips, backgrounds and/or sounds detract from content. Pictures or video clips may be out of focus or “shaky”.	Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some pictures or video clips may be out of focus or “shaky”.	Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video clips or pictures are clear and in focus.	Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are in focus and of good quality. Smooth transitions are appropriate and aid in delivery of the presentation.
<b>Communicati</b>	<b>Mechanics</b> – Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?	Includes five or more grammatical errors, misspellings, punctuation errors; sources are not documented.	Includes 3 – 4 grammatical errors, misspellings, punctuation errors; some sources are documented but not correctly.	Includes 2 – 3 grammatical errors, misspellings, punctuation errors; sources are documented and correctly and copyright law has been followed.	Grammar, spelling, punctuation, capitalization are correct; sources are documented correctly and copyright law has been followed.
	<b>Oral Presentations Skills</b> – Did you respond to the questions by the students and instructor with ease?	Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction; mispronounced words; stopped or had long pauses; confused.	Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction; mispronounced a few words; long pauses; somewhat confused.	Fairly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced word; made eye contact; introduced self and project. Respond to questions.	Well-rehearsed. Voice, eye contact and pacing hold interest and attentions of audience; introduced self and project. Responded easily to questions.