

# Windows\_on\_Jazz

Designer(s): Karen Luke 11/7/2006 9:30:00 AM PST

## Basic information

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<b>Summary:</b>	Students will learn about the history of Jazz and do a project in regard to this.
<b>Grade/Level:</b>	9-12
<b>Time Frame:</b>	Three weeks
<b>Subject(s):</b>	History, Language Arts (English), Music, Technology
<b>Topic(s):</b>	Jazz History
	Jazz Artist
	Podcasting

### Notes:

## Standards and key concepts

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### Standards:

#### CA- California K-12 Academic Content Standards

- **Subject** : Career Technical Education (Grades 7 - 12)
  - **Industry Sector** : Arts, Media, and Entertainment
  - **Strand** : FOUNDATION STANDARDS
    - **Foundation Standard** : 4.0 Technology Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:
      - **Area** : 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
      - **Area** : 4.4 Understand digital applications appropriate to specific media and projects.
      - **Area** : 4.5 Know the key technological skills appropriate for occupations in the arts industry.
      - **Area** : 4.6 Know how technology and the arts are interrelated in the development of presentations and productions.
      - **Area** : 4.7 Understand how technology can reinforce, enhance, or alter products and performances.
- **Subject** : English Language Arts
  - **Grade** : Grades Nine and Ten
    - **Area** : Writing
      - **Sub-Strand 2.0:** Writing Applications (Genres and Their Characteristics)  
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
      - **Concept** : Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:
        - **Standard 2.1:** Write biographical or autobiographical narratives or short stories:
          - a. Relate a sequence of events and communicate the significance of the events to the audience.
          - b. Locate scenes and incidents in specific places.

- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

- **Area** : Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

- **Sub-Strand 1.0:** Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

- **Concept** : Grammar and Mechanics of Writing

- **Standard 1.1:** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

- **Standard 1.2:** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

- **Standard 1.3:** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

- **Subject** : Music

- **Grade** : Grades Nine Through Twelve — Proficient

- **Area** : HISTORICAL AND CULTURAL CONTEXT

- **Sub-Strand 3.0:** Understanding the Historical Contributions and Cultural Dimensions of Music  
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

- **Concept** : Diversity of Music

- **Standard 3.3:** Describe the differences between styles in traditional folk genres within the United States.

- **Standard 3.4:** Perform music from various cultures and time periods.

- **Standard 3.5:** Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

**Understandings:** Students will learn about the history of Jazz and how artists and music style relates to one another in this History.

Students will learn how to create and produce an interview with an artist.

**Essential Questions:** Students will select an artist, research the background on him or her and put him/her into the time period of jazz.

Students will create a podcast of their artist and create an "interview" with said artist.

**Knowledge and Skills:** Students will learn how to do research

Students will learn how to create a Podcast

## Performance tasks and assessment

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**Performance Task:** Students will create a podcast using the knowledge that they gained during their research. There will be an "interview" with the artist, that describes their ideas and theories of the Jazz Music and the artist type of Jazz music in the history of Jazz. Students will find free-ware music to give examples of their artist.

**Performance Prompt:****Assessment/Rubrics:****Learning experiences and resources**

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**Sequence of Activities:**

Day One:  
Historical timeline of Jazz.  
Listen to different pieces of musical work in a time line

Day Two:  
Explore different artist of Jazz.  
Listen to their work and place it within the timeline of Jazz

Day Three - Five:  
Choose an artist.  
Start Researching the life, musical theory, influences on this artist.

Day Six - Nine:  
Write an interview using the research about the Artist. Interview will be in script form for Podcast.

Day Ten - Fifteen:  
Develop Podcast. Select music and finalize Podcast.

**Differentiated Instruction:**

EL learners: Give extra help in Vocabulary

**Resources:**

- Materials and resources:  
Music Samplings through CD's and webcasting  
Music appreciation books  
A headset with a noise-canceling microphone  
A portable MP3 voice recorder w/USB connection  
Audio recording/podcasting software (such as Audacity, Propaganda, or iPodcast Producer)
- Technology resources:  
HyperStudio, Illustrator, Inspiration, Netscape, Scanning, Web Authoring, Word
- The number of computers required is 1 per 2 students.