

Soundtrack of My Life

SMT Music Unit 1 6-8 Stage 1 of this assignment is due on Monday, September 14, 2020

Stage 1 of this assignment is due on Monday, September 14, 2020.

Stage 2 is due on Monday, September 21, 2020

Stage 3 is due on Monday, September 28, 2020

**N.B. Late assignments will forfeit 10 points (10%) of the grade for each day after the due date.
Assignments more than five days late will not be accepted**

Warm-up: Listen to this "instrumental," a piece of music without words, called *No Hay Problema [No Problem]*. The piece is performed by the music group called *Pink Martini*. This group started in 1994 in Portland, Oregon, and they perform songs in 25 languages all over the world. The music is meant to accompany a *Mambo*, which is a Cuban dance that has both improvised sections and complicated footwork. When artists (actors, dancers, musicians) improvise, they "make it up" as they go along.

<https://youtu.be/nX728deEGm0>

Essential Questions:

Selecting: How do individuals choose music to experience?

Experiencing: How do musicians make meaningful connections to creating, performing, and responding?

Why do I listen to the music that I do?

Context: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Objective: Become firmly oriented to personal identity and individual artistic intent.

Task:

You will be creating a personal soundtrack by selecting music to represent the elements of your lives. In doing so, you will be influenced by your interests, experiences, peers, and the social and cultural context of your current reality. First, you will organize your thoughts on paper, and then make a digital playlist by summarizing your selections in a Google Slides file and inserting a high-quality music file for each song choice. Make very sure that the music you choose is appropriate.

We will be working on this unit for three weeks; the following are hard deadlines for the completion of each of the three stages.

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It is expected that you devote a few minutes each day to the task. When done well, the project should take c. three hours (i.e. one hour per week) to complete. Any less, and you will not be providing yourself the opportunity to do your best work.

Advice:

- Begin by identifying in your own life: “What are the things that make me up?” Pick categories from the options on the chart, or white-out those suggestions and create your own category.
- Choose no more than two songs by the same artist.
- Not every choice needs to be a song with English lyrics (or even lyrics at all). Classical music, film and television soundtracks, and video game themes are all great choices.
- You don’t have to personally enjoy listening to every song on your list. For instance, if your little sister loves *Baby Shark*, that song might be a good choice to represent her in your soundtrack.
- This project will perhaps be quite personal for some of you. You may share your work with your classmates if you would like to; otherwise, only I will look at your work. However, each of you will choose a favorite song from your playlist and submit the link. I will put these songs in a Class Collection and distribute it to everyone. No one need know which of you contributed a certain song. Our culminating assignment for the unit will be to listen to the Class Collection Playlist and write reflective notes about the musical content.
- When constructing your Google Slides, be creative. Have a “cover title screen” and a title for each “event” slide. Using your organization chart as a starting point, choose the slides you will create and order them. Write a description and pick a song for each. Use interesting fonts, images, backgrounds and embed your YouTube link.

Procedures:

Read the instructions in their entirety, then follow them by doing your best work. Utilize the organization chart which can be found on the last page of this packet.

Stage 1

____ **Step 1:** Choose *at least* ten parts of your life to include in your soundtrack. Circle them in the organization chart. You may design your own categories by filling in the “other” box at the bottom of the chart or crossing out and replacing categories that you aren’t planning on using.

____ **Step 2:** In the chart, write down a brief explanation for each of your ten choices. For example, if you choose “Family Vacation,” you might write down “summer, water-skiing, sight-seeing.”

Stage 2

____ **Step 3:** Decide on an order for your soundtrack. This could be chronological (from birth to present day), an average day (from waking up to going to sleep), from least to most important, or another order of your choosing. List it above your chart.

_____ **Step 4:** Come up with a *unique* title for your soundtrack; it should *not* be “Soundtrack Of My Life.” List it above your chart.

_____ **Step 5:** Choose a song for each part of your life. List them in the chart. Remember that crude, derogatory or lyrics that are inappropriate in any way are not okay.

Stage 3

_____ **Step 6:** Login to your Google account and start a new Google Slides file.

_____ **Step 7:** Assemble your playlist by following the example provided. You should include one slide with a video for every song listed in your chart. Use high-quality videos from a variety of sources (music videos, movie clips, live performance, etc.) Add details to your playlist, including a creative title, short explanations, background colors, images, and font that fit the overall vibe of your playlist.

_____ **Step 8:** Submit a link to the single most important, favorite piece of music to Dr. Trent for the purpose of compiling a Class Collection to be shared.

_____ **Step 9:** Submit both the Google Slides file and your written work.

Example Google Slides File: https://docs.google.com/presentation/d/e/2PACX-1vTmFdBTTrqL-MPCPw210hN14qNjCeITVWx2EV3vyVY2zfkTvsf9APszl2CCRZ1tPyHWUv_rx-UTfKlf/pub?start=false&loop=false&delays=3000

Standards:

MU.5-8.4 Students arrange music within specific guidelines

MU.5-8.6 Listening to, analyzing and describing music

MU.5-8.8.2 Students describe ways the principles and subject matter of other disciplines are interrelated with those of music: issues to be considered in setting texts to music; historical and social events and movements chronicled in or influenced by musical works

Rubric: Points

1: No evidence: Assignment not submitted

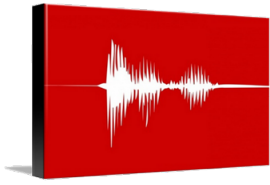
2: Some evidence: Some components of the assignment are completed

3: Working Towards Standard: Many, but not all of the components of the assignment are completed

4: At standard: All components of the assignment are completed

5: Above standard: Demonstration of creativity beyond expectation

Organization chart is complete and legible	1	2	3	4	5
Each song choice is clearly explained	1	2	3	4	5
Soundtrack is a unique and thoughtful reflection of the student	1	2	3	4	5
Creative details have been added with Google Slides	1	2	3	4	5
High-quality videos have been used from a variety of sources	1	2	3	4	5
Spelling, grammar and punctuation is correct	1	2	3	4	5
Possible marks: 25, each mark worth 4 points – 100 Points Total					



Organizer: Title of Soundtrack Playlist

Name _____ Grade _____

Parts of my Life	Explanation	Song or Piece	Order
Average Day In The Life of Me			
Home			
Getting Ready For School			
Sports			
Plays & Musicals			
Band, Orchestra, Choir			
Dance Class			
Best Friends			
Siblings			
Childhood			
Family Vacation			
Special Event			
My Heritage/My Culture			
Dreams For The Future			
Happy Dance Moments			
Other			