

Project/Problem Based Learning Template

Created By: Caleb Bolanos, Alex Denton, Rodney Williams		Topic: Movie Music Composition	Grade Level or Subject: Band / Choir
Science Standards: N/A			
Math Standards: Garage Band relies heavily on the ability to keep track of the number of measures and beats to correctly organize and structure the music.			
ELA Standards: Students will have the opportunity to showcase their writing through a short essay explaining their intent and through the creation of alternative dialogue.			
Additional Standards (Social Studies, Art, Physical Education): Students will compose their own music			
PBL Summary: Following a unit about music in cinema, students will compose a background track for a movie scene using Garage Band loops, their own recordings, sound effects, and dialogue with the goal of generating the desired emotional response.		Multi-Dimensional/Driving Question: How can the music used in movies be utilized to influence viewers emotionally?	
Tennessee Academic Standards for Science Connection			
Disciplinary Core Idea(s): N/A	Science & Engineering Practice(s): N/A	Cross Cutting Concept(s): Cause and effect, Pattern	
21st Century Skills Addressed (circle all that apply):			
<u>Creativity</u>	<u>Collaboration</u>	<u>Critical Thinking</u>	
Communication Literacy	Information literacy	<u>Media literacy</u>	<u>Technology</u>
<u>Flexibility</u>	Leadership	Initiative	<u>Productivity</u> Social Skills
Culminating Event: A movie clip that includes the students' original musical scores, effects, and dialogue in place of the original.			

<p>Hook Event:</p> <p>Students will be shown a movie clip with the original musical score intact. Following this, they will be shown the same clip with the music removed. This should cause them to see the import role music plays in creating the overall feel of a given scene.</p>	<p>Community Partners:</p> <p>1. David Holsinger -Famous Composer and Director of Bands, Lee University</p>	<p>What do you need from these partners (i.e. guest speaker, field trip, help facilitate an activity)?</p> <p>1.Guest speaker on music composition and creating emotional effect through music</p>
<p>Daily Activities: What activities will students complete to answer the multi-dimensional/driving question (that reinforces content from the standards)?</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Introduction lesson to Garage Band functionality 2.Explore the available loops within the software to get ideas for the type of emotions students wish to generate 3.Write a brief explanation of the type of music students intend to use and the emotions they intend to generate 4.Compose the piece in the Garage Band software and export it 5.Use iMovie to add the audio directly to the movie clip 6.Share the clip with the class and explain their intent 		<p>Resources/Materials Needed:</p> <p>Mac Computer with: Garage Band iMovie Internet Access</p>
<p>Technology Integration: All work will be done using sound and video editing software</p>		
<p>Capstone Presentation: Students' final projects will be viewed in class</p>		

Performance Based Rubric

Standard:	Developing	On-Target	Mastery
Science			
Math			
ELA			
Social Studies			
Other Content Areas	Students demonstrate the ability to assemble a piece of music of any sort.	Students demonstrate the ability to assemble a piece of music that accurately represents their stated intent.	Students demonstrate the ability to assemble a piece of music that depicts their stated intent and showcases artistic thought and creativity.