

## School Beats STEAM Project Plan for Grades 3-5

**Instructions:** School Beats STEAM has taken the initiative to outline its Project Based Learning Components below. This is a PBL project planning sample designed to assist in your application process by providing information required for integrating School Beats into your Grant Program.

### Project

PBL Component	Description
<b>Project Title</b>	School Beats STEAM
<b>Project Idea</b> (Discuss the reason behind choosing this issue/question as a beginning point for inquiry.)	To promote Science, Technology, Engineering, Arts, and Math through entrepreneurial curriculum influenced by popular culture and designed to address the needs of 21 <sup>st</sup> century learners.
<b>Driving Question</b> (Open ended; employs higher order thinking skills, evokes curiosity)	How do the STEAM disciplines affect popular culture?
<b>Grant Objectives Addressed</b>	<i><b>(THIS INFORMATION IS PROVIDED BY YOU. IT WILL COME DIRECTLY OUT OF YOUR GRANT)</b></i>
<b>Academic Subjects</b>	<p><b>Core Academic Subjects:</b> Reading, Writing, Mathematics, and Science</p> <p><b>Program Sciences:</b> Linguistics, Chemistry, Acoustics, Physics, and Archeology</p> <p><b>Auxiliary Academic Subjects:</b> Technology, Engineering, and Performing Arts</p>
<b>Standards to Address</b> (Write out the Domain and Cluster, then include the numbers of individual standards that will be explicitly taught/reinforced by the project.)	<p>Every lesson in School Beats STEAM is aligned to Common Core and Next Generation Sunshine State Standards. There are a total of 78 pages of Common Core alignments for 3-5 alone. Provided below is a listing of standards addressed in a single lesson. <b>Please note that per Common Core structure, standards for K-5 Science and Technical Subjects are integrated into K-5 Reading Standards:</b></p> <p><b>Reading: Literature</b> CCSS.ELA-Literacy.RL.3.1, CCSS.ELA-Literacy.RL.3.4, CCSS.ELA-Literacy.RL.4.1, CCSS.ELA-Literacy.RL.4.2, CCSS.ELA-Literacy.RL.4.4, CCSS.ELA-Literacy.RL.4.7</p> <p><b>Reading: Informational Text</b> CCSS.ELA-Literacy.RI.3.1, CCSS.ELA-Literacy.RI.3.2, CCSS.ELA-Literacy.RI.3.3, CCSS.ELA-Literacy.RI.3.4, CCSS.ELA-Literacy.RI.3.5, CCSS.ELA-Literacy.RI.4.1, CCSS.ELA-Literacy.RI.4.3, CCSS.ELA-Literacy.RI.4.4, CCSS.ELA-Literacy.SL.4.2, CCSS.ELA-Literacy.SL.4.3, CCSS.ELA-Literacy.SL.4.4,</p>

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**Reading: Foundational Skills**

CCSS.ELA-Literacy.RF.3.3, CCSS.ELA-Literacy.RF.3.4, CCSS.ELA-Literacy.L.3.1f, CCSS.ELA-Literacy.RF.4.4, CCSS.ELA-Literacy.RF.4.4a, CCSS.ELA-Literacy.RF.4.4b, CCSS.ELA-Literacy.RF.4.4c

**Writing**

CCSS.ELA-Literacy.W.3.7, CCSS.ELA-Literacy.W.4.4, CCSS.ELA-Literacy.W.4.8, CCSS.ELA-Literacy.W.4.9

**Speaking & Listening**

CCSS.ELA-Literacy.SL.3.1, CCSS.ELA-Literacy.SL.3.2, CCSS.ELA-Literacy.SL.3.3, CCSS.ELA-Literacy.SL.3.4, CCSS.ELA-Literacy.SL.3.6, CCSS.ELA-Literacy.SL.4.1, CCSS.ELA-Literacy.L.4.2d, CCSS.ELA-Literacy.L.4.3, CCSS.ELA-Literacy.L.4.3a, CCSS.ELA-Literacy.L.4.4, CCSS.ELA-Literacy.SL.5.1, CCSS.ELA-Literacy.SL.5.1a, CCSS.ELA-Literacy.SL.5.1b, CCSS.ELA-Literacy.SL.5.1c, CCSS.ELA-Literacy.SL.5.1d, CCSS.ELA-Literacy.SL.5.2

**Language**

CCSS.ELA-Literacy.L.4.2, CCSS.ELA-Literacy.L.4.3, CCSS.ELA-Literacy.L.4.4, CCSS.ELA-Literacy.L.4.6, CCSS.ELA-Literacy.W.5.9b, CCSS.ELA-Literacy.L.5.2,

**Mathematics: Operations & Algebraic Thinking**

CCSS.Math.Content.3.OA.A.2, CCSS.Math.Content.3.OA.A.3, CCSS.Math.Content.3.OA.A.4, CCSS.Math.Content.3.OA.B.5, CCSS.Math.Content.3.OA.B.6, CCSS.Math.Content.3.OA.D.8, CCSS.Math.Content.3.OA.D.9, CCSS.Math.Content.3.NBT.A.1, CCSS.Math.Content.3.NBT.A.2, CCSS.Math.Content.4.OA.A.2, CCSS.Math.Content.4.OA.A.3, CCSS.Math.Content.4.OA.B.4, CCSS.Math.Content.5.OA.A.1, CCSS.Math.Content.5.OA.A.2

**Mathematics: Number & Operations—Fractions**

CCSS.Math.Content.3.NF.A.3d, CCSS.Math.Content.3.NF.A.1, CCSS.Math.Content.3.NF.A.2, CCSS.Math.Content.4.NF.A.1, CCSS.Math.Content.4.NF.A.2, CCSS.Math.Content.4.G.A.3, CCSS.Math.Content.5.NF.A.1, CCSS.Math.Content.5.NF.A.2, CCSS.Math.Content.5.NF.B.3

**(NGSSS) Science**

SC.3.N.1.1, SC.3.N.1.2, SC.3.N.1.3, SC.3.9.1.6, SC.4.E.6.3, SC.4.E.6.5, SC.4.N.1.8, SC.4.N.1.5, SC.5.P.8.3, SC.5.N.2.2, SC.5.N.2.1

**(NGSSS) Music**

MU.3.C.1.1, MU.3.C.1.2, MU.3.C.3.1, MU.3.H.1.2, MU.3.H.2.1, MU.4.C.3.1, MU.4.H.1.2, MU.4.H.2.1, MU.4.H.3.1, MU.5.C.1.2, MU.5.H.1.1, MU.5.H.2.1, MU.5.O.1.1

**Personal Enrichment Categories**

Students will learn to own and operate a record label/entertainment company while being enriched in areas consistent with the 21<sup>st</sup> CCLC federal legislation, including:

1. Arts and music education
2. Entrepreneurial education (including fiscal

	<p>responsibility)</p> <ol style="list-style-type: none"> <li>3. Technology education</li> <li>4. Character education (with topics including cultural diversity, community connection, improving honesty and confidence, reducing peer pressure, and anti-bullying)</li> <li>5. Health and wellness programming</li> <li>6. Programming for students with limited English proficiency</li> <li>7. Opportunities to promote parental involvement</li> </ol>
<p><b>Skills to be taught</b> (Collaboration, Communication, Critical Thinking/Problem Solving)</p> <p>Identify and describe how these will be utilized.</p>	<ul style="list-style-type: none"> <li>• Collaboration is a major element to the curriculum in that many of the projects require students to work within a group to achieve a common goal.</li> <li>• Communication is imperative to the collaborative process and because the curriculum is artistically based, students will have multiple methods of expressing themselves with and to others.</li> <li>• Thinking/Problem Solving is used in the analytical portion of the curriculum which requires students to assess profit and loss at their company as well as develop personalized marketing strategies for each School Beats artist.</li> <li>• Creativity plays a pinnacle role in the curriculum. Students will use their creativity to develop, perform, and interpret artistic works.</li> </ul>
<p><b>Expected Duration of Project</b></p>	<p>18 weeks</p>
<p><b>Students Involved</b> (#, grades)</p>	<p>20 students per group in grade levels 3-5</p>
<p><b>Staff Involved</b> (#, specialties)</p>	<p>1 Enrichment Instructor per 20 students. No special certifications required.</p>
<p><b>Frequency of Project</b> (# of days/week # of hours/day)</p>	<p>The curriculum is designed to be facilitated after school once a week over an 18 week semester period. Each lesson spans 45 minutes to an hour.</p>
<p><b>Entry Event</b> (Designed to engage students' attention)</p>	<p>School Beats uses popular culture to create common ground in the academic environment. Students will have access to 11 original songs, 13 character stories, comic books, trading cards, and interactive web based activities.</p>
<p><b>Week by Week Timeline of Key Tasks and Activities, as well as Enrichment Topics/Lessons</b> (Add as many weeks as necessary)</p>	<p>Week 1: <b>Art is History</b></p> <ul style="list-style-type: none"> <li>• Students will learn the definition of classic.</li> <li>• Students will learn the historical significance of artistry.</li> <li>• Students will learn the definition of timeless.</li> </ul>

through the duration of the project.)

- Students will create their own fossils.

#### Week 2: **Making the Band**

- Students will learn the definition of collaborate.
- Students will learn the definition of compose.
- Students will engineer musical instruments out of household materials.
- Students will compose their own songs.

#### Week 3: **Superstars**

- Students will learn the definition of observation.
- Students will learn the definition of critic.
- Students will learn to manipulate central points and end points.
- Students will assemble twelve point stars.

#### Week 4: **Recording in Progress**

- Students will learn the definition of audio recording.
- Students will learn the definition of audio mastering.
- Students will develop an understanding of the equipment used for audio engineering.

#### Week 5: **The Bigger Picture**

- Students will learn the definition of promotional.
- Students will learn the definition of inspiration.
- Students will learn how to use artistic resource to create promotional materials.
- Students will create their own promotional posters.

#### Week 6: **Piece of the Pie**

- Students will learn the purpose of a recording contract.
- Students will learn the definition of royalty.
- Students will become familiar with the job of an Entertainment Lawyer.
- Students will develop an understanding of the way payment for music is divided between artists and record labels.

#### Week 7: **Raise Your Funds**

- Students will learn the definition of budget.
- Students will learn the definition of deficit.
- Students will enhance understanding of the job of an Accounting Department in a business.
- Students will construct a self-sustaining tower.

#### Week 8: **Make it Hot**

- Students will learn the definition of demographic.
- Students will learn the definition of strategy.
- Students will enhance understanding of the job of a

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Marketing Department in a business.

- Students will create their own thermometers.

**Week 9: Time is Money**

- Students will learn the definition of entrepreneur.
- Students will learn the definition of investor.
- Students will enhance understanding of the job of a CEO in a business.
- Students will learn how to create online schedules.

**Week 10: Movers and Shakers**

- Students will learn the definition of a mover.
- Students will learn the definition of a shaker.
- Students will enhance understanding of the dynamics of a business.
- Students will design two artistic pieces.

**Week 11: Strong Start**

- Students will learn the definition of foundation.
- Students will learn the definition of expectation.
- Students will enhance understanding of the relationship between a record label and an artist.
- Students will construct a sturdy foundation.

**Week 12: Think Fast!**

- Students will learn the definition of gossip.
- Students will enhance understanding of the relationship between a publicist and an artist.
- Students will calculate their own reaction times enhancing their understanding of how long it takes the brain sends instructions to the body.

**Week 13: Are We There Yet?**

- Students will learn the definition of itinerary.
- Students will learn the definition of accommodation.
- Students will enhance understanding of the relationship between a tour manager and an artist.
- Students will calculate Estimated Times of Arrival for School Beats Artists.

**Week 14: Show and Prove**

- Students will learn the function of the A&R department at a record label.
  - Students will learn the contents of an Electronic Press Kit (EPK).
  - Students will learn the definition of repertoire.
  - Students will learn to review Electronic Press Kits (EPK).
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	<p><b>Week 15: Fashion Friendly</b></p> <ul style="list-style-type: none"> <li>• Students will enhance understanding of the relationship between a personal stylist and an artist.</li> <li>• Students will learn the definition of stylist.</li> <li>• Students will learn the definition of couture.</li> <li>• Students will develop 3 looks for School Beats artists.</li> </ul> <p><b>Week 16: Making Moves</b></p> <ul style="list-style-type: none"> <li>• Students will learn the definition of obligation.</li> <li>• Students will learn the definition of quota.</li> <li>• Students will enhance understanding of the relationship between a record label and an artist.</li> <li>• Students will construct a hover craft.</li> </ul> <p><b>Week 17: Blow Up</b></p> <ul style="list-style-type: none"> <li>• Students will learn the definition of campaign.</li> <li>• Students will learn the definition of brand.</li> <li>• Students will learn the function of a street team at a record label.</li> <li>• Students will compose a chemical mixture.</li> </ul> <p><b>Week 18: Song and Lyric</b></p> <ul style="list-style-type: none"> <li>• Students will learn the definition copyright.</li> <li>• Students will learn the definition of plagiarism.</li> <li>• Students will learn the function of a songwriter at a record label.</li> <li>• Students will learn how to count lyrical bars.</li> </ul>
<p><b>Presentation Methods and Audience</b></p>	<p>School Beats is a program that seeks to present a positive image of success, promote shared values, and provide common ground between parents, teachers, and students. Principles and skills mastered in the academic environment are purposed to be applied socially amongst family, friends, and community.</p>
<p><b>Expected End Result/Product</b></p>	<p>The ultimate outcome of the School Beats Curriculum is each student group effectively facilitating the business and artistic operations of their entertainment company. Students will have complete and developed promotional artwork, interclass distribution, inventory records, music, and job titles.</p>
<p><b>Connection(s) to Regular School Day</b></p>	<p><i>We encourage you to provide this information as it is specific to your site and how your program will specifically integrate the curriculum with school day activities and instructors.</i></p> <p><b><u>Helpful premise information would be the fact that School Beats is designed in accordance with federal education benchmarks for the following subjects:</u></b></p> <p>Elementary Science  Elementary Technology  Elementary Engineering  Artistic Expression</p>

<p><b>Adult Family Member Literacy and Involvement</b></p>	<p>Elementary Math Elementary English/Language Arts</p> <p>Parents and extended family of students will be the audience, clients, and customers for many of the projects developed by School Beats students. For example; in Unit 1, Lesson 2 students construct musical instruments out of household materials. Each student will return home with an original composition to share with family and friends.</p>
<p><b>Educational Research</b> that supports the project *</p> <p>Please site the source and provide a short description of its relevance.</p>	<p>Christenson, P. G., &amp; Roberts, D. F. (1998). <i>It's not only rock &amp; roll: Popular music in the lives of adolescents</i>. Cresskill, NJ: Hampton Press.</p> <ul style="list-style-type: none"> <li>➤ This is a compilation of research studies assembled by two professors of communication, one from Lewis &amp; Clark College and one from Stanford University. The research compendium documents the wealth of research on the topic of how music influences the education and lives of American youth. For instance, one student shows that youth spend between four and five hours a day listening to music and watching music videos--at least as much time as they spend watching television and more than they spend with their friends outside of school.</li> </ul> <p>Shams, L., &amp; Seitz, A. R. (2008). Benefits of multisensory learning. <i>Trends in Cognitive Sciences</i>, 12 (11), 411-417.</p> <ul style="list-style-type: none"> <li>➤ The professors from the University of California, Los Angeles Department of Psychology, present findings as to how multisensory learning environments affect 21st century learners. The authors conclude that “multisensory-training protocols can better approximate natural settings and are more effective for learning.” (<a href="http://shamslab.psych.ucla.edu/publications/tics2008-reprint.pdf">http://shamslab.psych.ucla.edu/publications/tics2008-reprint.pdf</a>)</li> </ul> <p>Passman, D. S. (2009). <i>All you need to know about the music business</i>. RosettaBooks, LLC.</p> <ul style="list-style-type: none"> <li>➤ The research presented in this book covers the entrepreneurial opportunities and job functions within the artistic community. Such research and understanding is integral to the overall success of the School Beats curriculum and associated learning activities.</li> </ul>