

School Beats STEAM Project Plan for Grades K-2

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
Project Title	School Beats STEAM
Project Idea (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 st century learners.
Driving Question (Open ended; employs higher order thinking skills, evokes curiosity)	How do the STEAM disciplines affect popular culture?
Grant Objectives Addressed	<i>(THIS INFORMATION IS PROVIDED BY YOU. IT WILL COME DIRECTLY OUT OF YOUR GRANT)</i>
Academic Subjects	<p>Core Academic Subjects: Reading, Writing, Mathematics, and Science</p> <p>Program Sciences: Linguistics, Entomology, Acoustics, Physics, and Kinesiology</p> <p>Auxiliary Academic Subjects: Technology, Engineering, and Performing Arts</p>
Standards to Address (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 58 pages of Common Core alignments for K-2 alone. Provided below is a listing of standards addressed in a single lesson. Please note that per Common Core structure, standards for K-5 Science and Technical Subjects are integrated into K-5 Reading Standards:</p> <p>Reading: Literature CCSS.ELA-Literacy.RL.K.1, CCSS.ELA-Literacy.RL.K.2, CCSS.ELA-Literacy.RL.K.4, CCSS.ELA-Literacy.RL.1.1, CCSS.ELA-Literacy.RL.1.2, CCSS.ELA-Literacy.RL.1.4, CCSS.ELA-Literacy.RL.2.4</p> <p>Reading: Informational Text CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.RI.K.2, CCSS.ELA-Literacy.RI.K.4, CCSS.ELA-Literacy.RI.1.1, CCSS.ELA-Literacy.RI.1.2 CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.RI.2.2, CCSS.ELA-Literacy.RI.2.3,</p>

CCSS.ELA-Literacy.RI.2.4, CCSS.ELA-Literacy.RI.2.8

Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.2

Writing

CCSS.ELA-Literacy.W.K.8, CCSS.ELA-Literacy.W.2.8

Speaking & Listening

CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2,

CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.SL.K.6,

CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2,

CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.SL.2.1,

CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.3

Language

CCSS.ELA-Literacy.L.K.4, CCSS.ELA-Literacy.L.K.5,

CCSS.ELA-Literacy.L.1.6

Mathematics: Counting & Cardinality

CCSS.Math.Content.K.CC.B.4

Mathematics: Measurement & Data

CCSS.Math.Content.K.MD.A.1,

CCSS.Math.Content.K.MD.A.2, CCSS.Math.Content.2.MD.1

Mathematics: Geometry

CCSS.Math.content.K.G.3, CCSS.Math.content.K.G.3.a,

CCSS.Math.content.K.G.4, CCSS.Math.content.1.G.1.a,

CCSS.Math.content.1.G.1.b, CCSS.Math.content.2.G.3

(NGSSS) Science

SC.K.E.5.1, SC.K.L.14.1, SC.K.L.14.2, SC.K.P.12.1,

SC.1.P.12.1, SC.1.P.13.1, SC.1.E.5.2, SC.2.E.5.1, SC.2.L.12.1

SC.2.L.13.1

(NGSSS) Music

MU.K.O.1.1, MU.K.O.1.2, MU.K.S.3.4, MU.1.O.1.1,

MU.1.O.1.2, MU.1.S.3.4, MU.1.S.2.5, MU.2.O.1.1, MU.2.O.1.2,

MU.2.S.3.4

Personal Enrichment Categories

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

1. Arts and music education
2. Entrepreneurial education (including fiscal responsibility)
3. Technology education
4. Character education (with topics including cultural diversity, community connection, improving honesty and confidence, reducing peer pressure, and anti-bullying)
5. Health and wellness programming
6. Programming for students with limited English proficiency
7. Opportunities to promote parental involvement

Skills to be taught
(Collaboration, Communication,
Critical Thinking/Problem

- Collaboration is a major element to the curriculum in that many of the projects require students to work within a

<p>Solving)</p> <p>Identify and describe how these will be utilized.</p>	<p>group to achieve a common goal.</p> <ul style="list-style-type: none"> • 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. • 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. • Creativity plays a pinnacle role in the curriculum. Students will use their creativity to develop, perform, and interpret artistic works.
<p>Expected Duration of Project</p>	<p>18 weeks</p>
<p>Students Involved (#, grades)</p>	<p>20 students per group in grade levels K-2</p>
<p>Staff Involved (#, specialties)</p>	<p>1 Enrichment Instructor per 20 students. No special certifications required.</p>
<p>Frequency of Project (# 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>Entry Event (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 story posters, comic books, trading cards, and interactive web based activities.</p>
<p>Week by Week Timeline of Key Tasks and Activities, as well as Enrichment Topics/Lessons (Add as many weeks as necessary through the duration of the project.)</p>	<p>Week 1: Speaker Box</p> <ul style="list-style-type: none"> • Students will learn the definition of music and its specific role as an art form. • Students will explore communicating emotion through music. • Students will interpret an artistic work. • Students will articulate feelings and emotions. <p>Week 2: Amplified Sound</p> <ul style="list-style-type: none"> • Students will learn the definition of sound and how it relates to music. • Students will learn how sound travels. • Students will learn the definition of an amplifier and its purpose. • Students will create their own megaphones enhancing their knowledge of how sound, music, and amplification work cohesively.

Week 3: Harmonious Skunk and the Lovebirds

- Students will learn the definition of harmony and its relationship to music.
- Students will learn the ability to harmonize is not specific to mankind.
- Students will enhance their understanding of harmony as a science.
- Students will create their own harmonies.
- Students will also be exposed to bird calls specific to the species involved in this lesson.

Week 4: Rhythm Station

- Students will learn the definition of rhythm and how it relates to music.
- Students will learn how to count syllables.
- Students will learn to count musical bars.

Week 5: Music To My Ears

- Students will learn the definition of melody and its relationship to music.
- Students will learn to make collaborative music.
- Students will learn what a metronome is and its relationship to melody.
- Students will learn how to use a metronome.
- Students will learn the difference between an electric guitar and an acoustic guitar.

Week 6: Moving Units

- Students will learn the definition of business.
- Students will learn how ideas become business opportunities.
- Students will enhance their understanding of music as a business.
- Students will learn the function of a Record Label.
- Students will build a pulley.

Week 7: Someone Has To Be In Charge

- Students will learn the definition of Chief Executive Officer (CEO).
 - Students will learn the responsibilities of someone who is in charge at a business.
 - Students will learn the role of the Queen Bee and her responsibility to her hive.
 - Students will examine the similarities and differences between a Queen Bee and a CEO.
 - Students will learn to bend a stream of honey with an electrically charged balloon.
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Week 8: Count My Stacks

- Students will learn the definition of accountant.
- Students will learn the function of the finance department at a record label.
- Students will learn what it means to make a profit.
- Students will enhance their understanding of problem solving, addition and subtraction, as well as parts of a whole.
- Students will be introduced to simple multiplication principles.

Week 9: Make Them Buy Our Music

- Students will learn the definition of the word advertisement.
- Students will learn the role of a marketing department increasing their knowledge of business dynamics.
- Students will learn the components of successful advertisement.
- Students will examine techniques used to sell products as well as explore sales pitches and gimmicks used in advertisements.
- Students will compose a radio advertisement for a recording artist they represent.

Week 10: Let's Make It Legal

- Students will learn the job function of a lawyer.
- Students will learn the responsibilities of the legal department in a business.
- Students will learn definition of contract.
- Students will learn the importance of documentation in business.
- Students will create their own contracts.

Week 11: The Dream Team

- Students will learn the definition of employee.
- Students will learn the definition of staff.
- Students will learn the importance of dedicated staff to a business.
- Students will enhance cooperative problem solving skills.
- Students will participate in a segmented assembly process.

Week 12: Did You Hear That?

- Students will learn the definition of a Publicist.
 - Students will learn the function of the public relations department at a record label.
 - Students will learn how the internet is used to access information.
 - Students will participate in an activity that enhances their
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ability to take negative information and produce a positive outcome.

Week 13: Sign Here

- Students will learn the function of a human resources department in a business.
- Students will learn the function of the A&R Department at a record label.
- Students will learn the definition of genre.
- Students will learn the definition of repertoire.
- Students will learn to work within a budget to meet a goal.

Week 14: Rock The Map

- Students will learn the definition of tour.
- Students will learn the function of the tour manager at a record label.
- Students will become familiar with a United States map.
- Students will participate in geographically mapping out an intercontinental tour.

Week 15: Your Body Is An Instrument

- Students will learn the function of a personal trainer and why they are important to artists.
- Students will learn how health affects performance abilities.
- Students will learn the basic food groups and the elements of a balanced meal.
- Students will learn exercises that will build muscle and enhance flexibility.

Week 16: The Art of Artistry

- Students will learn the definition of artistry.
- Students will learn about various art forms and their classifications.
- Students will engineer hook lines.

Week 17: Live In Color

- Students will learn the function of an artistic director at a record label.
- Students will learn how visual presentation is used in marketing.
- Students will design their own CD Inserts.

Week 18: Bring The Beat In

- Students will learn the definition of producer.
 - Students will learn what a beat is.
 - Students will learn the job function of an audio engineer.
 - Students will learn how sound is captured by a
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	microphone.
Presentation Methods and Audience	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.
Expected End Result/Product	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.
Connection(s) to Regular School Day	<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> <u>Helpful premise information would be the fact that School Beats is designed in accordance with federal education benchmarks for the following subjects:</u> Elementary Science Elementary Technology Elementary Engineering Artistic Expression Elementary Math Elementary English/Language Arts
Adult Family Member Literacy and Involvement	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 2, Lesson 5 students explore the career of an entertainment lawyer and draw up chore contracts for themselves with terms to be negotiated and agreed upon by their parent or guardian.
Educational Research that supports the project * Please site the source and provide a short description of its relevance.	Christenson, P. G., & Roberts, D. F. (1998). It's not only rock & roll: Popular music in the lives of adolescents. Cresskill, NJ: Hampton Press. <ul style="list-style-type: none"> ➤ This is a compilation of research studies assembled by two professors of communication, one from Lewis & 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. Shams, L., & Seitz, A. R. (2008). Benefits of multisensory learning. Trends in Cognitive Sciences, 12 (11), 411-417. <ul style="list-style-type: none"> ➤ 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.” (<http://shamslab.psych.ucla.edu/publications/tics2008-reprint.pdf>)

Passman, D. S. (2009). All you need to know about the music business. RosettaBooks, LLC.

- 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.