Victoria Smith
CURR 5018
Spring 2022
Learning Design 2

Stage 1 – Desired Results

Established Goals	Transfer
Students will make connections between the musical *Hamilton* and their own real lives.	Students will be able to independently create a beat on this site while applying the concepts of legacy that we have been discussing in class.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… ● Legacy is both powerful and dangerous. ● Too much pride in one's own life can have negative impacts that carry on for generations. ● Songs have a way to convey complex ideas in a way that connects to a broader audience than other forms of media.	● How does our desire to leave a legacy impact our decisions?

Acquisition

Students will know…	*Students will be skilled at…*
● How to portray their thoughts into a melody/song. ● Create a beat for a song using digital media.	● Making connections between a text and real life while incorporating audio tools into their own storytelling.

Stage 2–Evidence and Assessment

Evaluative Criteria	Assessment Evidence

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• Student showed an understanding of how to make a true beat using digital software. • Student was able to effectively match their own story into said beat. • Student was able to problem solve based on feedback from peers on the matchup between their song and the goal of the unit (legacy).	**PERFORMANCE TASK(S):** Students will be graded on the following: • Song annotations in their individual lyric books. • Message conveyed in their song (how did they effectively convey their own personal legacy). • Effective use of digital technology to captivate and inform an audience.

Stage 3–Learning Plan

Summary of Key Learning Events and Instruction

1. Students will analyze songs in the Broadway Musical, *Hamilton*–using both printed copies as well as Youtube segments of the actual songs in the musical.
2. After learning about Hamilton's obsession with legacy that ultimately led to his downfall, students will use Chrome Music Lab to create a beat with which to base their final project.
3. Once making the beat to their song/rap, students will write a song (or rewrite a *Hamilton* song) to inform audiences of their personal legacies.

Standards

ISTE Student Standards:

- 1.6B: Students create original works or responsibility repurpose or remix digital resources into new creations.

Louisiana Student Standards for English Language Arts, Grades 9-10:

- Writing.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Speaking.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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- Speaking.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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Rubric for Grading					
Criteria	**0**	**1**	**2**	**3**	**4**
Annotation of original songs	Less than 20% of songs are annotated	Greater than 20% of songs are annotated but fewer than half of those are annotated fully	Between 70-85% of songs are annotated fully with some thoughtful annotated mixed in	Greater than 85% of songs are annotated with most being thoughtfully annotated	Greater than 95% of songs are thoughtfully annotated in the song book
Musicality	The song is difficult to listen to and show little effort in making it sound appealing to an audience	Effort was made to make the song as auditorily pleasing as possible	Song is appealing to the ear in terms of rhythm, beat, and overall sound		
Story telling	Little actual storytelling takes place; the song merely strings together words	The story has no personal connection but is told in a way that is easily graspable; there is little to no connection to legacy	The story has a slight connection to legacy and is told well; however, there is no personal connection.	The story is clear but a generic legacy; there are a few personal connections to be made	The story is clear as is the connection to the student's personal legacy
Word choice	Word choice shows little effort or thought; words seem put together haphazardly	Word choice often hinders understanding of the idea being told	Word choice is basic, but sufficient to tell the story	There are a few instances of unique, ear-catching words used to illustrate points in the story	Word choice is highly effective–often using words that are imaginative and catch the audience's attention
Rhyme scheme	There is no discernible rhyme scheme	There is occasionally rhyme scheme present	The rhyme scheme is consistently followed		