

ECM 2014

## The iPad Radio program

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Tom Noren

### **Text and/or Required Materials:**

iPads with Garageband app

Pencils and journals

Computers with internet access

### **Description and Goals:**

Student will: Write a short story/skits (non-fiction or historical fiction) and create an audio book/radio broadcast with sound effects on Garageband.

The theme could be based on a historical event based on what students are covering in their Social Studies or Science units.

Program can be tailored to fit the needs of science and/or social studies units in grades 3-5. Teachers and ECM partner can decide which era/event or subject will be covered in the workshop. Students will enhance their understanding of key facts and concepts by applying arts (music and sound effects) and technology (iPad, internet search) to the subjects they are learning in class. A final presentation with professional sound system playing the finished projects and perhaps a live demonstration of how certain sound/musical effects were achieved.

### **Social Studies**

(The “Roaring Twenties” A story using events that marked the area with music and effects that represent the era)

(“The Civil War”, battle field reporting or life in a town affected by the strife)

(“The Second World War”. Life in a factory, everyday life with rationing or battle field reporting)

(“Lewis and Clark Travel Journal” in radio format. Historical fiction. Could be first person narrative of a reporter assigned to cover their expedition)

### **Science**

(“Newton Laws of Motion”. A historical fiction account of how Newton observed every day occurrences and how he distilled them to his laws of motion.)

(A historical fiction account of Edison inventing the light bulb or Alexander Graham Bell inventing the phone)

### **Standards:**

#### **Music**

1. MG6-2.6 Demonstrate creativity by composing and arranging music to accompany readings and dramatizations.
2. 5-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
3. 5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex) in writing.
4. 5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
5. IV. COMPOSING AND ARRANGING. Composing and arranging music within specified guidelines.
6. IX. RELATING TO HISTORY AND CULTURE. Understanding music in relation to history and culture.

Students will

- A. Compose short pieces within specified guidelines, using basic music elements to achieve expressive qualities.

- B. Arrange short pieces using a variety of voices and instruments.
- C. Compose and arrange simple pieces using traditional, nontraditional, and electronic sound sources.

## Standards

### Common Core

#### ELA (Text Type and Purposes)

#### Grade 3

- 4. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
- 5. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
  - d. Provide a concluding statement or section.
- 6. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

#### Grades 4 and 5

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
  - d. Provide a concluding statement or section related to the opinion presented.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events.

#### Standards Social Studies

## GRADE 4

### United States Studies to 1865

Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

#### Enduring Understanding

The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the “peculiar institution” of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

1. 4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.

2. **Goals:**

The Students will learn how to create and manipulate sounds that enhance literary ideas. Students will create a short story that can be used as an audio book or radio broadcast. Themes will be chosen by teachers in collaboration with the ECM partner. The class will be divided into small groups and students will be expected to work collaboratively on the written and musical/sound effects part of the project. Each group will have access to one iPad.

#### Requirements:

Students must come to class prepared to write a story. Stories will be worked on collaboratively and each person must have a designated role they are responsible for. Students will listen to parts of Orson Wells radio broadcast as well as age appropriate skits from The Prairie Home Companion and incorporate some ideas and techniques into story. Participants will also listen to movie soundtracks and learn to identify musical elements that enhance emotions.

#### Classroom Expectations:

Students are expected to be courteous and respectful and able to work together to create a collaboratively created audio book/radio broadcast.

#### Parental Resources and Tips:

Parents could introduce students to audiobooks, radio programs (Orson Wells “War of the Worlds” radio broadcast, Prairie Home Companion). These programs will demonstrate the power of the written word, music and sound effects.

#### Course Schedule:

Week	Topic/Genre	Required Reading/Activity
Week one day one	Introduction	Orson Wells “War of the Worlds” Broadcast. Garrison Keeler (Prairie Home Companion)
Week one day two	Discuss and choose writing theme, style (Drama, comedy, news report etc)	Divide class into groups, share ideas, write down a brief outline/synopsis of the story
Week one day three	Develop ideas-themes	Work in groups developing ideas from previous days activity
Week one day four	Introduction to Garageband	Learn how to create a “song” Add tracks, Experiment with different instruments. Learn about “smart instruments”

Week one day five	Use Garageband as a recording device	Record parts of the story worked on earlier in the week. Add some sound effects/music
Week Two day six	Present work completed during the first week to peers	Class will work together offering constructive criticism to each group that presented
Week two day seven	Work on final draft of the written part of the project	Groups will incorporate ideas brought forth the day prior
Week two day eight	Introduction to music elements(Harmony, Rhythm, Timbre etc)	Class will listen to soundtracks from different movies/documentaries and discuss how musical elements enhanced human emotions
Week two day nine	Apply musical elements to Garageband	Groups will use Garageband to create sounds/ rhythms that might bring forth/enhance emotional responses
Week two day ten	Narrate story-record to iPad	groups will narrate final draft using a voice track on Garageband (logistically complicated since groups might have to take turns)
Week three day eleven	Add music-sound effects	Apply what was learned on day 8-9 to stories
Week three day twelve	Add music-sound effects	Apply what was learned on day 8-9 to stories
Week three day thirteen	Dress rehearsal	Groups present final projects in class
Week three day fourteen	Production/Performance/Exhibit DAY	

**Performances/Presentations:**

ECM Showcase: –Students will present their work and share with the audience how they worked together to complete their final work. Students will elaborate on the use of music and sound effects and how they were used to enhance/complement the written word.

ECM presentations & displays –

Students will connect iPads to a speaker system and play their projects for the audience.