|  |
| --- |
| **TGC Fellow Unit Template \*** |
| Prepared by: **Peter Schmidt** School/Location: **Pinkerton Academy Derry, NH** |
| Subject: **Spanish**  Grade: **Level 3A/B** Unit Title: **¿Cómo te expresas? – La Música del Mundo Latino**  Time Needed: **3 weeks** |
|  |
| **Unit Summary:** Students will learn about various genres of music in the Latin America using thematic vocabulary in the target language. They will learn how music expresses cultural, historical, and political themes as a means of self-expression. Students will compare and contrast these cultural, historical, or political themes to similar themes found in American culture and other regions of Latin America. Students will research a geographically-based genre of Latin American music highlighting the historical, cultural or political themed content of the lyrics. They will express, in the target language, their own perceptions of one of these themes in relation to their own cultural experience.  As a class we will then explore African musical influences found in both Spanish-language music and Brazilian music in Latin America. Students will then explore the origins of Afro-Latino musical influence and then compare and contrast the influences found in Spanish-language music with those found in Brazilian music. Students will then develop research questions based on their findings and interests on the topic. Students will then collaborate via Skype with Brazilian Spanish language students to have their questions answered in the target language and engage with their Brazilian peers to gain a broader cultural perspective.  |
| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS:** ACTFL National Standards1. ***Communication:***
* **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
* **Standard 1.2:**Students understand and interpret written and spoken language on a variety of topics
* **Standard 1.3:**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
1. ***Culture:***
* **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
* **Standard 2.2:**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
1. ***Connections:***
* **Standard 3.1:**Students reinforce and further their knowledge of other disciplines through the foreign language
* **Standard 3.2:**Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
1. ***Comparisons:***
* **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**GLOBAL COMPETENCY:**Communicate Ideas in a Foreign Language Cultural AwarenessCultural Perspectives**RESOURCES:** <http://www.actfl.org><http://radio.batanga.com><http://tunein.com/radio/Spanish-Music-c57945/> | ***Transfer***  |
| *Students will be able to independently use their learning to…(real world purpose)* 1. Recognize and understand cultural perspectives
2. Investigate the world beyond local environment
3. Apply critical listening and comparative analysis skills
4. Communicate ideas, opinions, and information effectively
5. Investigate opportunities to improve existing problems in the world
 |
| ***Meaning*** |
| UNDERSTANDINGS 1. Music is an important component to any culture. It can provide cultural, political, and historical information.
2. Music is a conduit art form for expressing ideas and opinions which can be compared and contrasted from one culture to another and to oneself.
 | ESSENTIAL QUESTIONS 1. What historical/cultural/political information or opinion is being expressed in a piece of music?
2. How is music an important component to a country’s/region’s cultural perspective?
3. What historical/cultural/political themes are similar in the music of one region to another?
4. How is music an expressive conduit for expressing ideas and opinions?
5. How is the African musical influence demonstrated in both Spanish and Portuguese language (Brazilian) music in South America?
6. How did these musical influences come to be and how are they the same and different between the music of the Spanish-speaking countries of South America and Brazil?
 |
| ***Acquisition*** |
| *Students will know… (Content)*1. Music expresses ideas and opinions
2. Music is a conduit for self-expression.
3. Music can provide rich cultural, political, and historical context.
4. Musical cultural content varies from one region to another.
5. Music is an important component to a culture
6. Music has many ethnic and geographical influences
 | *Students will be able to… (Skills)* 1. Conveying opinions and information effectively in Spanish
2. Researching geographically-based genres of music in the Spanish-speaking world and compare and contrast those findings with Afro-Brazilian music.
3. Crafting a research question based on their findings
4. Understanding the importance of music to cultural identity and perspective.
5. Analyzing various genres of music for cultural/historic/political content, composition, and musical styles.
6. Synthesizing what the cultural/historic/political content is and how it is/was affected by geographical region/regional events.
7. Comparing and Contrasting Latin American music to American cultural perspectives. As well as African musical influence
8. Communicate effectively across cultural and linguistic boundaries
 |
| **Stage 2 - Evidence** |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)1. ***Vocabulario en acción*** **(Vocabulary in Action)**: You will review essential vocabulary terms by viewing a prezi presentation with pictures representing music vocabulary from all over the Spanish-speaking world. Part of the presentation will include a vocabulary recognition exercise using pictures where you will identify the corresponding words in Spanish. 2. ***La Música en lectura* (Music in Reading)**: In small groups you will read an introductory reading (in Spanish) on the major genres of geographically-based music in Latin America, i.e. samba (Brazil), cumbia (Colombia), tango (Argentina). The readings will offer you cultural and historical information on each genre giving you an appreciation of different types/perspectives in music in the Hispanic world. Your group will answer questions based on cultural, historical material presented in the reading. 3. ***Explorando la música* (Exploring the Music)**: Using the lab, you and a partner will listen to various genres of Spanish language music. Pick three different genres from different countries and share this information with your group. You will print out the lyrics of one of the songs and submit. <http://radio.batanga.com>4. ***Mapeando la música* (Mapping the Music)**: Using the information that you investigated, you and your classmates will map out locations of different genres of Spanish language music. You will label the map with your information and the information of your peers. At the end, you will have a map of the Spanish-speaking world showing many different genres of traditional music and their locations. 5. ***Escuchando a la música* (Listening to the Music)**: Listening to music using the lyrics you submitted, the teacher will choose two songs for the class to listen to. You will listen to the songs. Your group will evaluate both songs for rich cultural, political or historical content. Your group will list out key thematic concepts and share your findings with the class. The first song will feature already translated lyrics to practice. In the second song, you will translate the lyrics with your group. 6. ***Discusión del grupo* (Group Discussion):** Using your group’s findings, you will participate in a class discussion on the content of the music we listened to. You will compare and contrast the content of the two songs and develop a researchable question based on the comparison. You will research the question in Step 7 and share your answer in your final Prezzi presentation. 7. ***Investigación* (Research):** Using a music website like Batanga.com, you and a partner will select a genre of music from a country of your choosing. Conduct online research on the basic background (history, influences, famous singers/musicians, etc.). Explain how geographical region/regional events have potentially affected the content of the music. You will evaluate lyrical content for historic, cultural, or political content trough translation. In your research, you will identify a global issue (i.e. poverty, discrimination, immigration, etc.) related to your song to be used for further discussion. You will also investigate the answer to your researchable question. 8. ***Comparación* (Comparison)**: Working with a different partner from the class, who will have a different country and genre of focus, you will use a Venn diagram to compare and contrast thematic content between your genres/countries. You will also share your global issue and submit your issue. Comparison will take place later in groups to explore the African influence found in Spanish language music and Brazilian music in South America.9. ***Congreso del Mundo Hispano*** **(Spanish-speaking World Congress)**: You and your partner will become diplomats from the country from where your music is from. Using a global issue presented in the music from one of your peers, you will work with your fellow delegates (classmates) to propose a solution to the problem. You will present your suggestions to the class. 10. ***Comunicando* (Communicating)**: As a class we will engage globally through *Skype* with a partner class in a Brazil to further explore music as an expressive art form. We will use this media to have research questions answered on the Afro influence on Latin American music. You will be able to share music, resources, suggestions, and ideas. 11. ***En Grupo Latino* (In the Latin American Group)** As a class we will learn about the African influence found in much of the music of Latin America. You and your group will find a piece of Brazilian music with a strong Afro-Brazilian influence and compare and contrast that piece to a genre of Spanish-language music to determine the similarities and differences in terms of African influence. In your group you will develop a research question based on information we learned and interest.  | 1. Recalls essential vocabulary needed in lesson, assesses knowledge of vocabulary, identifies strengths and weaknesses in vocabulary knowledge, and draws connections between vocabulary and music of Latin America.2. Processes and analyzes printed information source for pertinent information, gains cultural, historical, and political information, gains cultural perspective, collaborates with group to synthesize musical theme content. 3. Investigates, listens critically, summarizes information, and shares findings with group. 4. Summarizes investigative findings, contextualizes information. Categorizes and identifies locations based on findings, constructs a resource. 5. Critical listening of music, analysis, evaluation of content. Source translation and interpretation. Collaborate, share information with group. Identify, summarize, and categorize group findings. Use of presentation and communication skills to share information with class. 6. Collaboration and effective communication skills, listening and speaking, synthesizing and summarizing information, development of a researchable questions, investigation of question, compare and contrast of song content.7. Research, process, summarize, construct an analysis of music, Evaluate and translate lyrical content. Identify, categorize, and summarize information.8. Collaboration with partners, compare and contrast using Venn diagrams, synthesis of differences and similarities, gaining of cultural perspectives, understand that differences in perspective found in music. Identify a global issue of importance. 9. Presentational skills and effective communication, collaboration, team work, Evaluation of information, problem solving skills, critical thinking skill, and constructing of solutions.10. Effective target language communication, cross-cultural communication, collaboration, gain cultural perspective, personal global engagement and interaction.11. Collaboration and effective communication skills, listening and speaking, synthesizing and summarizing information, development of a researchable questions, investigation of question, compare and contrast of song composition. |
| Assessment **OF** Learning: 1. You and your partner will create a Prezi presentation in the target language using thematic vocabulary and your research information (background, thematic content, global issue, and answer to your researchable question).2. You will write a reaction essay in Spanish that compares and contrasts the historical, cultural or political content of your musical selection to American culture and your own cultural experience. 3. Formative assessment on music vocabulary list |  1. Presentation skill, summarize, synthesis information, communication skill, use of specific vocabulary, assessment of global competency skill.2. Written communication skills, processing of information, expression of personal thought and perspective, compare and contrast analysis of different cultural perspectives, evaluation of writing/grammatical/expressive skill.3. Formative assessment in form of quiz to assess knowledge of vocabulary.  |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)****Week One:**** **Lesson Grabber – Music of Latin America:** Students will watch an introductory video on the history and genres of Latin American music. This video will give sound historical and cultural background for students starting their study of Spanish-language music. Students will fill in an information sheet on which they will note distinct rhythms, instruments, and influences based on what they learn. They will categorize this information under the appropriate subject headings. A class discussion will follow video about information gathered. <http://www.youtube.com/watch?v=d3AEtCUJNrE>
* **Vocabulary Review:** Students will review textbook vocabulary with a teacher-prepared Prezi presentation illustrating each vocabulary word with a picture showing that word in cultural context from the Spanish-speaking world. Part of the presentation will offer students the chance to quiz their vocabulary knowledge with a “guess what the picture is” exercise featuring key vocabulary words. There will also be section where the word and picture will need to be matched up. This will provide students with visual, verbal and aural review of pertinent music vocabulary.
* **La Música en lectura (Music in Reading) Part 1:** Form students into small (3-4 students) reading groups. Students will read an introductory reading (in Spanish) on the major genres of music in Latin America. An example reading would be *Música y danzas latinas* (p. 3-9) in Glencoe’s *hispanohablantes* reader, El español para nosotros. This reading will give students a rich introduction of several different genres of music found in Latin America. Have students answer comprehension questions only pertaining to the first half of the reading. Have reading groups note five descriptive highlights from each genre of music. Discuss and record as a class the cumulative highlights of the first-half readings.
* **La Música en lectura (Music in Reading) Part 2:** Students will again join the same reading groups and read the second half of the readings in the reader. Have students answer the comprehension questions pertaining to the second half of the reading. Have reading groups note five highlights from each genre of music. Discuss and record as a class the cumulative highlights of the second-half readings.
* **Explorando la música (Exploring the Music):** Using the language lab, student pairs will listen to various genres of Spanish language music. They will choose three different genres of music from three different countries to research and listen to from a teacher-generated list. Students will then print out the lyrics of one of the songs they chose and submit it to the teacher. Student pairs will then come together with the class to share what genres of music they listened to, where they came from, and which ones liked/disliked. <http://radio.batanga.com>
* **Mapeando la música (Mapping the Music):** *see description above.* This activity will help students conceptualize and categorize information and visualize the locations of Spanish-language music genres. Students should retain map as resource for their study.
* **Escuchando a la música (Listening to the Music) Part 1:** From the ***Explorando la música*** activity, student pairs submitted a copy of the lyrics of one of the songs they selected. In this activity the teacher will choose two of these songs for the class to listen to via <http://youtube.com>. The teacher should choose song lyrics that are rich in historical, cultural, or political content as a way to help students identify thematic content in this listening activity. ***For Part 1***: The class should be divided in half with students in their respected pairings. One of the two songs selected by the teacher should be played with a lyrical sheet prepared ahead of time with English and Spanish lyrics. Students will then listen to the song in Spanish. In student groups, students will then identify and categorize important historical, cultural, or political content with class based on the lyrics.
* **Escuchando a la música (Listening to the Music) Part 2:** Like in Part 1, students (in groups) will listen to a selected piece of music (the second one this time). Students will receive a copy of the lyrics in Spanish. From the lyrics, students will translate to identify important historical, cultural, or political content. <http://youtube.com>
* **¿Qué hay en la música? (What is in Music?)** Student pairs will respond to the question, *“¿Qué hay en la música?”* In doing so, students should list out three categories and label them *historia*, *cultura* and *política*. Under each, students should categorize what topics were found under these categories in the music that they listened to/translated. Student pairs will “Think, Pair, Share” with another student pair to discuss themes.

***Week Two:**** **Discusión del grupo (Group Discussion):**  *see description above.* After a compare and contrast discussion of the two songs, students should break into groups to develop a researchable question. That question should be based on the information shared in the unit. The question should be concise, yet meaningful in its addressing of historical, cultural or political content.
* **Investigación (Research):**  *see description above.* An outlined check list of required information for the student would be beneficial here.
* **Comparación (Comparison)**: This activity gives students the chance to work with different students and learn about a different genres of music and learn how geographically-based music varies using a Venn diagram. Students should have a global issue ready to be discussed. The student pair should decide which one of their global issues is the most unilateral and submit that one issue to the teacher.
* **Congreso del Mundo Latino** **(Latin American World Congress)**: *see description above.* Divide the class in half. For this activity, the teacher should choose two of the top reoccurring global issue themes that were submitted by students. Each half will work together to propose a solution for that issue and the spokesperson from each side will present the solution to the class.

***Week Three:**** **Presentations:** *see description above.* Presentation should be graded based on content. Peer evaluations may be an option. Students should be encouraged to ask questions.
* **La Influencia Africana en la Música Latina (Class Lesson on African Musical Influences):** This all class lesson will look at the African influence and origins of these origins on the music of all of Latin America, including Brazil.
* **En Grupo Latino (Research):** *see description above*. Students will work in groups to take one of their Spanish-language music examples and compare and contrast that example with examples of Afro-Brazilian music to investigate the African influences, namely the beat and rhythm found in the two genres. Students will then develop a research question in a group to use to explore the topic further and for our Skype session with Brazilian students.
* **Comunicando (Communicating)**: This activity will give students a unique cross-cultural opportunity to communicate in Spanish with student peers in a Brazilian Spanish class. In this Skype session, students will have the chance to ask Brazilian students their research questions on African influence on Latin American music. In this activity, students will be given authentic practice with their linguistic skills. This would be an ideal venue for Brazilian students to learn about American culture and music as well. Other modes of communication, i.e. *epals* could be introduced based on the successful use of *Skype* as a follow up allowing students to have their own one-on-one communication about topics of interest. <http://epals.com>
* **Essay:** This writing compare and contrast assessment should show competency of investigating the world, recognizing perspectives and communication and be graded accordingly. Essays could foster further class discussion about cultural perspectives.
* **Formative Assessment:** Vocabulary quiz assessing students’ ability to identify and recognize pertinent music vocabulary terms.

*\*adapted from Understanding by Design Model**~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~***LESSON PLAN:** |
|  |
|

|  |
| --- |
| **TGC FELLOWS UBD Lesson Template** |
| Lesson Title: **Introduction to the Music** Subject: **Spanish 3A/B** Prepared by: **P. Schmidt** **of Latin America**Materials Needed: Computer/Internet, Reading, World Map, Blank Paper, List of Music GenresGlobal Competency: 1. Investigate the World  2. Recognize Perspectives 3. Communicate Ideas |
| **W**here is the lesson going?(Learning Target or SWBAT) | I can identify five genres of music in Latin AmericaI can identify genres, origins (location), key elements and perspectives that influence Hispanic music.  |
| **H**ook: | **T**ailored Differentiation: |
| Students will enter the room with Latin American music playing. Students will watch an introductory video on the historical and cultural origins of Latin American music including Brazil. Students will note distinct rhythms, instruments, locations, and influences, particularly African. Students will categorize this information under the appropriate subject headings on an information sheet that will serve as a reference for their understanding and study. A class discussion will follow the about information gathered focusing on cultural perspectives and influences.  | * Break reading down into specific genres with applicable questions.
* Have class read aloud.
* Have students watch video at their pace on their computer.
* Present the reading and comprehension questions digitally for completion on the computer.
 |
| **E**quip: |
| Students will read an introductory reading about the many genres of music that exist in Latin America. Students will assess their knowledge of the material presented by answering comprehension questions. Students will then note five descriptive characteristics from each genre of music. As a class, students will discuss the material presented and record overarching characteristics based on what they found in reading. Students will look at a map of the Latin America and identify the geographical origins of the genres presented in reading.  |
| **Rethink and revise:** |
| Student pairs will listen to three different genres of Spanish language music from three different countries. Students will note what genre they listened to, where it came from, and which they liked and disliked. Students should be able to explain what they liked or didn’t like by sharing their opinion on: rhythm, sound, melodies, instruments, vocals, etc.  |
| **Evaluate:**  |
| Student pairs will share with the class what genres of music they listened to, where they came from, and which ones they liked or disliked, supported by their opinions. Other students will have the opportunity to ask questions, comment, and compare their information with the information presented.  |
| Notes:  |
| **O**rganization:  |
| This activity may be best situated for a computer lab where students can watch video, use internet, and listen to music.  |

 |