

Project Title	Project description and criteria
Soundtrack	<p><b>In a team of four, you will create a soundtrack for a total of two assignment chapters in the novel “Things Fall Apart.”</b> Your focus is capturing the mood of the chapter through instrumentation that utilizes historical, contemporary and classical Pan-African musical elements, mostly recognizable is the djembe drum. At the end of your project, you will engage in what is called a “listening” by which your peers will observe and critique your creation. Mr. Palmer will grade the assignment using the rubric located on the next page.</p> <p><b>***Under NO CIRCUMSTANCES are you to use TRAP music samples***</b></p>
Project Setup	<p><b><u>There will be FIVE teams of four students. You will assume the following roles:</u></b></p> <p><b>Composer 1:</b> Responsible for composing music for ONE of the TWO chapters assigned to the team, utilizing GarageBand.</p> <p><b>Composer 2:</b> Responsible for composing music for ONE of the TWO chapters assigned to the team, utilizing GarageBand.</p> <p><b>Song writer:</b> Responsible for utilizing writing elements from English Language Arts to write three songs per chapter. Once all six songs are assembled, you will meet with the composers to select the best song, per chapter, according to musical arrangements, mood, and tone. Must use the book for text-based evidence.</p> <p><b>Researcher:</b> Responsible for utilizing lecture notes from English Language Arts to inform research of Nigeria culture. You are responsible for researching not only cultural, social, and traditional practices, but also sounds that are authentic and distinct to Igbo culture. You will work with the writer and composers. Must use the book for text-based evidence.</p> <p>Credible primary and secondary resources will be provided by Ms. Compton.</p> <p><b>***Under NO CIRCUMSTANCES are you EVER to use Wikipedia***</b></p>

<p><b>Instructions</b></p>	<p><b>Phase 1</b></p> <ol style="list-style-type: none"> <li>1. Form groups of four in ELA class or Recording Arts</li> <li>2. Choose two chapters in “Things Fall Apart” for project</li> <li>3. Create Garage Band Session</li> </ol> <p><b>Vocabulary: smart controls, editor, library, MIDI instruments, Play, Stop, Record, cycle, apple loops, count in, metronome, tempo,</b></p> <p><b>Phase 2</b></p> <ol style="list-style-type: none"> <li>1. Write three songs per chapter chosen in phase one</li> <li>2. Create one original musical composition for each chapter chosen in phase one</li> <li>3. Choose the written song per chapter</li> <li>4. Record original song vocals to compositions created by composers</li> </ol> <p><b>Vocabulary: Syncopation, ostinato, piano, forte, rhythm, rubato, leitmotif, mood, timeline/workspace, instrument track, intro, verse, chorus, bridge, arrangement, North American Song Structure,</b></p> <p><b>Phase 3</b></p> <ol style="list-style-type: none"> <li>1. Edit vocals and make revisions based on group preferences or researcher’s comments</li> <li>2. Turn in a draft of project</li> <li>3. Make revisions based on instructors recommendations</li> <li>4. Turn final MP3’s to Haiku. Each group should have two songs recorded</li> </ol> <p><b>Vocabulary: Share to Disk, MP3, redbook specs, Compress, Zip file</b></p>
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## Arts-Integration Rubric (ELA & Music)

<p>Exceeding Proficiency</p> <p style="font-size: 1.5em;">3</p>	<p>The student's creation is a complete musical composition that develops a real or imagined experience based on the text as a stimulus.</p> <ul style="list-style-type: none"> <li>• <b>Excellent conception and development of new artistic ideas.</b></li> <li>• <b>S1:</b> Generate and conceptualize artistic ideas and work.</li> <li>• <b>S4:</b> Select, analyze and interpret artistic work for presentation.</li> <li>• <b>S8:</b> Interpret intent and meaning in artistic work.</li> <li>• <b>S11:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ul>
<p>Proficient</p> <p style="font-size: 1.5em;">2</p>	<p>The student's creation is a complete musical composition that develops and establishes a mood that develops experiences and events in the text. Integrates some details from source material and has few minor errors in the conventions of musical composition.</p> <ul style="list-style-type: none"> <li>• <b>Well-Developed conception and development of artistic ideas.</b></li> <li>• Presentation is logical, artistic techniques are innovative, and the overall presentation of artistic work is meaningful.</li> <li>• Demonstrates ability to interpret and create intentional meaning.</li> <li>• Demonstrated ability to connect various art forms to the world, as well as academic learning, while acknowledging the cultural historical significance of the work.</li> </ul>
<p>Approaching Proficiency</p> <p style="font-size: 1.5em;">1</p>	<p>The student's response is an <b>incomplete or oversimplified</b> musical composition based on text as a stimulus.</p> <ul style="list-style-type: none"> <li>• <b>Underdeveloped artistic conception that lacks organization and is somewhat clear.</b></li> <li>• Unclear beginning, middle and end, and artwork is not significant.</li> <li>• Struggles to interpret art work or add meaning to work.</li> <li>• Does not properly connect work to the world or academics.</li> </ul>
<p>Not Proficient</p> <p style="font-size: 1.5em;">0</p>	<p>The student's response is flawed for various reasons:</p> <ul style="list-style-type: none"> <li>• <b>Lack of ideas and original concepts</b></li> <li>• Too limited to score or no product</li> <li>• Off topic/Off task/Offensive</li> <li>• Cannot interpret art work</li> <li>• Cannot connect artwork to the external world.</li> </ul>

Standards based on the National Core Arts Anchor Standards

<http://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

## Content specific rubric

## Project Rubric

	<b>Unsatisfactory 0 pts</b>	<b>Approaching Mastery 5-7 pts</b>	<b>Mastery 7-9 pts</b>	<b>Exceeds Mastery 8-10 pts</b>
<b>Writing</b>	No writing was submitted	<ul style="list-style-type: none"> <li>• Writing contains some content specific vocabulary</li> <li>• Vocabulary is used somewhat in context</li> <li>• Lyrics somewhat follow American Standard song structure</li> </ul>	<ul style="list-style-type: none"> <li>• Writing contains content specific vocabulary</li> <li>• Vocabulary is mostly used in context</li> <li>• Lyrics reasonably follow American Standard song structure</li> </ul>	<ul style="list-style-type: none"> <li>• Writing contains content specific vocabulary</li> <li>• Content specific vocabulary is used in correct context</li> <li>• Lyrics and song structure are clear and follow the American Standard song structure</li> </ul>
<b>Mix</b>	Mixing was not attempted	Mix is somewhat balanced with major imbalances across the session	Mix is mostly well balanced with some sparse imbalances.	<ul style="list-style-type: none"> <li>• Mix is balanced for volume, panning, and frequency.</li> <li>• Mix translates to other audio playback systems well.</li> </ul>
<b>Editing</b>	Session is not edited	Session exhibits moderate to severe unwanted dialog and distortion. Music does not come in 2 seconds before vocals	Session exhibits slight unwanted dialog, clicks and distortion. Music comes in at least 2 seconds before vocals	<ul style="list-style-type: none"> <li>• Session audio exhibits no unwanted dialog, pops, clicks, or distortion.</li> <li>• MIDI tracks are quantized and aligned to the grid or timeline.</li> </ul>
<b>Project Name</b>	Project is not named correctly	Project is missing 2 parts of the protocol	Project is missing 1 part of the protocol	Project name follows RA Protocol. RA_Your Name_period/day_Things Fall Apart