

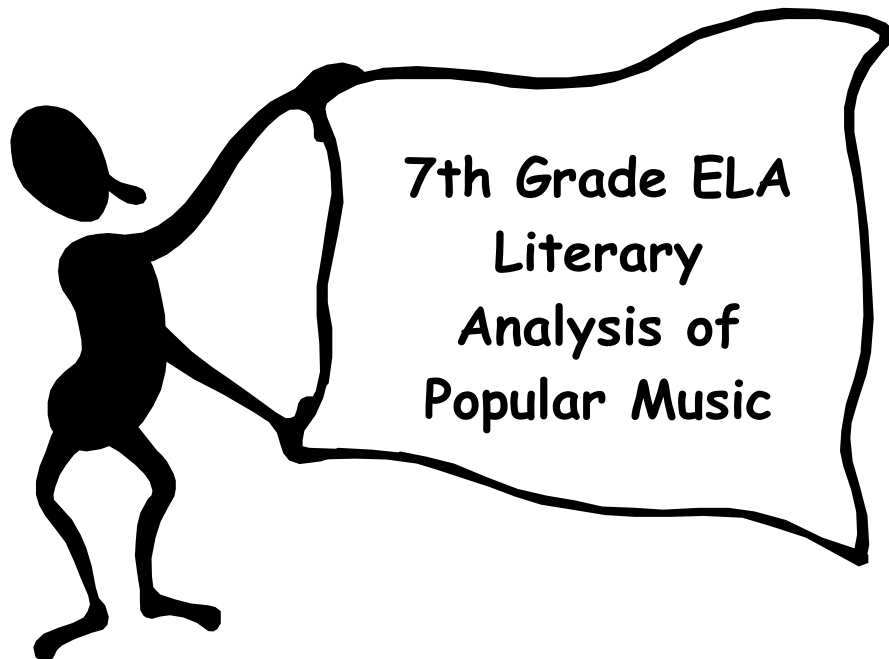
Backwards Design Unit Planning

Teacher/School:

I.S. 237 Rachel Carson Magnet School for the Arts

**New York City Department of Education
Magnet Program District 25 & 28**

I. S. 237 Rachel Carson
Magnet School for the Arts



Essential Question: How does music tell a story?

Suggested Time Frame: 4-6 weeks

Theme: Magnet School for the Arts

Graphic Overview of Unit

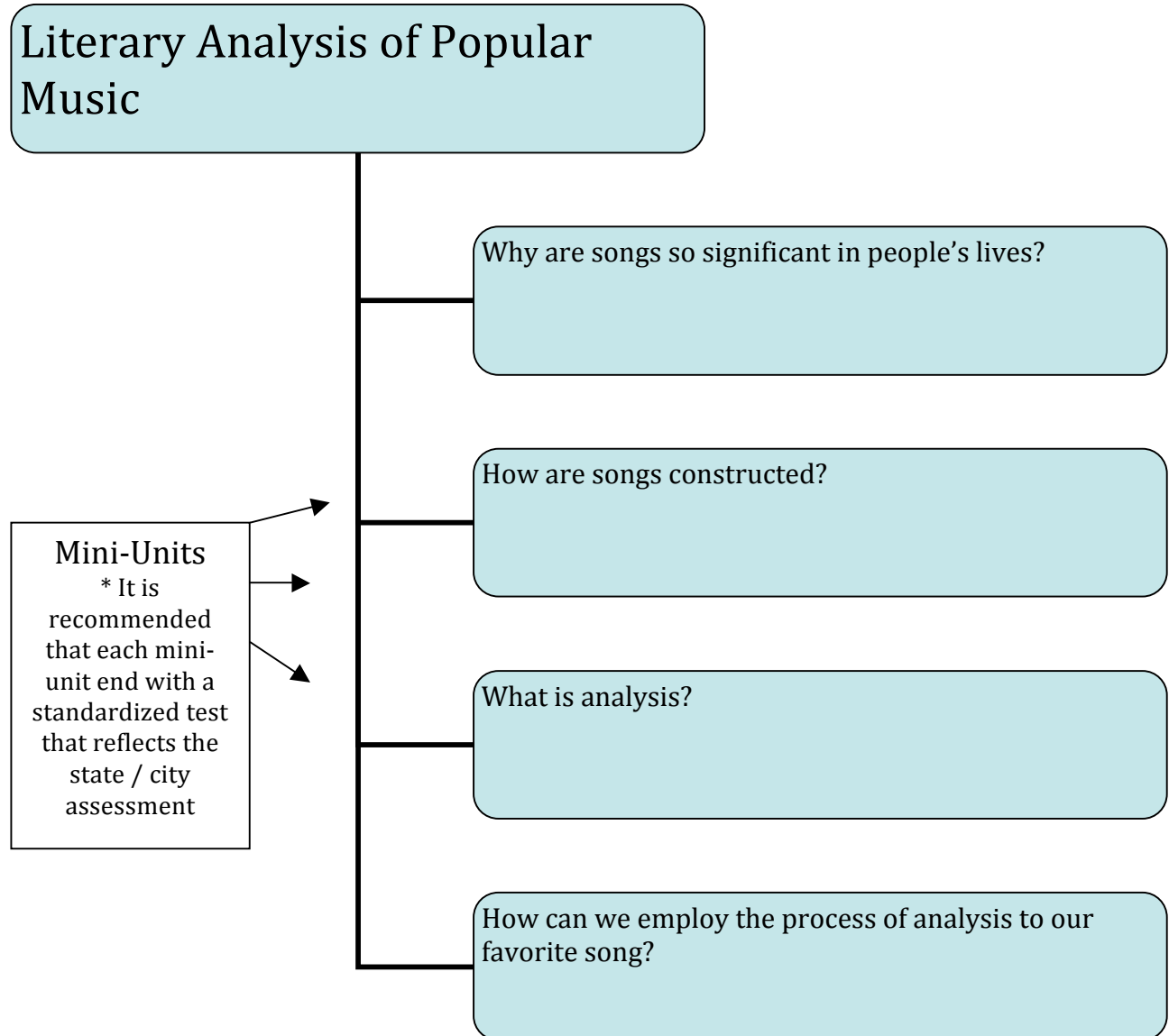
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Suggested Time Frame:

Essential Question: How does music tell a story?



Unit's Culminating Project: (briefly explain in 2-3 sentences): Student's produce a large poster on oak tag that features all of the elements of a literary analysis on their favorite song.

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Stage 1- Desired Results	
<p>Standards-Based Learning Goals: Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>	
Concepts	
<p>Big Ideas for this Unit:</p> <ul style="list-style-type: none"> • The interconnectivity of literary tools and other content areas (music, art). • Popular songwriters use literary tools to craft their product. • Literary elements are communication channels for human’s complex emotions and feelings. 	<p>Magnet School Theme: Magnet School for the Arts</p> <p>Relevant/Connected Big Idea:</p> <ul style="list-style-type: none"> • Effective songwriters utilize literary tools to convey meaning to the audience.
<p>Enduring Understandings</p> <ul style="list-style-type: none"> -Compelling pieces of art are constructed using literary tools. -Literary concepts can be used across the curriculum -Human feelings are universal -Analysis: the breaking up of ideas into their smaller components to determine their deeper meaning 	<p>Overarching Essential Question(s): How does music tell a story?</p> <p>Topical Questions</p> <ul style="list-style-type: none"> -Why does music play such a significant role in people’s lives? -How do songs communicate human emotion -How do literary elements provide us with tools that enable us to convey complex emotions and feelings
Content and Skills	
<p>Content</p> <p>Students will know...</p> <ul style="list-style-type: none"> -how a variety of literary tools are used to create and craft pieces of art. -how focused parts come together to create a meaningful whole. -how: literary elements, poetic devices, strong vocabulary, point of view, characters, plot, theme, title, genre, and 	<p>Skills</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> -organizing thoughts and ideas: semantic webbing/ thought web -interpretation activities: metaphor, simile, etc... -Themes: understanding big ideas, umbrella ideas, central ideas and senses -Sensory imagery appeals to a reader’s

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<p>author/artist are all integral to parts of a greater idea/concept.</p>	<p>thought -Biographical narratives</p>
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Task:

G- (goal) To create a poster that illustrates the process of a literary analysis of their favorite song.

R- (role)- You are a musicologist creating a presentation that illustrates how literary elements and music are indelibly connected.

A- (audience)- Your classmates (12 year old students) acting as Grammy judges.

S- (situation) You are a musicologist that is presenting your favorite song for a Grammy.

P- (purpose and product) Your purpose is to break a song down into its smaller components to determine its greater meaning. The presentation of a literary analysis poster.

S- (standards for performance) Clearly demonstrates understanding of the literary elements employed in the construction of their selected songs.

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Student Task

In the space below, write the task exactly as students will see it.

Create a poster that features the following elements:

- Thought Web: Semantic Web**
- ✓ **Point of View, Characters, Plot**
 - ✓ **Theme**
 - ✓ **Title, Genre, Artist**
 - ✓ **Strong Vocabulary**
 - ✓ **Literary Elements**
 - ✓ **Poetic Devices**
 - ✓ **Sensory Imagery**
- Interpretation of Song Lyrics**
- Informational Passage about the Artist**
- Graphic Images/ Hand drawn Illustrations**

Suggestion for scenario: "You are a big time music producer and you have been asked by the Grammy's to give a presentation on the best song of the year – in your presentation you may sing or play the song to the class, give a speech about why it has earned the best song of the year and as a visual you need a poster with the literary elements that make it great."

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Rubric for Culminating Project

4: The student provides:

Thought Web: Semantic Web

- ✓ **Point of View, Characters, Plot**
 - ✓ **Theme**
 - ✓ **Title, Genre, Artist**
 - ✓ **Strong Vocabulary**
 - ✓ **Literary Elements**
 - ✓ **Poetic Devices**
 - ✓ **Sensory Imagery**

-Interpretation of Song Lyrics

-Informational Passage about the Artist

-Graphic Images/ Hand drawn Illustrations

3: The student provides:

Thought Web: Semantic Web

- ✓ **Point of View, Characters, Plot**
 - ✓ **Theme**
 - ✓ **Title, Genre, Artist**
 - ✓ **Strong Vocabulary**
 - ✓ **Literary Elements**
 - ✓ **Poetic Devices**
 - ✓ **Sensory Imagery**

-Interpretation of Song Lyrics

-Informational Passage about the Artist

2: The student provides:

Thought Web: Semantic Web

- ✓ **Point of View, Characters, Plot**
 - ✓ **Theme**
 - ✓ **Title, Genre, Artist**
 - ✓ **Strong Vocabulary**
 - ✓ **Literary Elements**
 - ✓ **Poetic Devices**
 - ✓ **Sensory Imagery**

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-Interpretation of Song Lyrics

1. The student provides:

Thought Web: Semantic Web

- ✓ **Point of View, Characters, Plot**
 - ✓ **Theme**
 - ✓ **Title, Genre, Artist**
 - ✓ **Strong Vocabulary**
 - ✓ **Literary Elements**
 - ✓ **Poetic Devices**
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Stage 2- Formative Assessment Evidence	
Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?	
Assessment Formats on the State Test <ul style="list-style-type: none">• Multiple choice questions• Short constructed responses• Graphic organizers• Note-taking• Essay Writing	Weekly Formative Assessments For Content... <ul style="list-style-type: none">-Multiple Choice Questions (Identifying types of multiple choice questions, and the strategies needed to answer them correctly)-Essay writing (form, content, transitional words and phrases)
	For Skills... <ul style="list-style-type: none">-Note-taking strategies-Graphic organizers-Techniques and strategies for answering short constructed responses-Techniques and strategies for identifying and answering multiple choice questions
	For Understandings... <ul style="list-style-type: none">-Constructing and developing a theses/assertion-Compare and contrast to see various point of views surrounding

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