

PBL WL – La Música como forma de expresión
 The Arts: Visual and Performing Arts – Spanish 3
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Name of Project:	La Música como forma de Expresión	Duration: 3 weeks
Class(es):	Spanish 3	Semester: 2 nd semesters
Cross-curricular link(s)	Performing arts, music, social science, dance, physical education, linguistics, geography, art / design	
Project Idea (scenario)	Students will write and create a short documentary for our community and the elementary bilingual program. Students will create a documentary about traditional music and dance as an art form using different communities of the Spanish speaking world and address how social issues and other factors have influenced the formation of the different musical and dance patterns; students must add health benefits of an active life style.	
Entry Event / Document	Letter from department of culture, Univision and Telemundo. Inviting the class to participate in a national contest to help promote traditional music and dance as a way to maintaining physical health and preserve the traditions of Spanish speaking countries among our youth.	
Driving question(s)	<p>How can we, as producers, create a short documentary to help inform our community and children about traditional music in the Spanish Speaking world?</p> <p>What is the message and what are the cultural influences of their music.</p> <p>How is the connection of folkloric dance to a healthy and an active life in Spanish speaking countries?</p>	
ACTFL Standards addressed	Communication: Interpretive (Written and oral) – students read authentic materials, watch videos and	

	<p>research in TL using curated sources. Interpersonal (oral and written) – students will tell stories, ask and answer questions Presentational (Oral and written) students write an article and record a short documentary to present to the local community and the DI class in the elementary school</p> <p>Cultures: Students demonstrate an understanding of influencing factors and social issues in the target culture.</p> <p>Connections: Art, music, health, social science, linguistics, geography.</p> <p>Comparisons: Students compare social issues of the studied language/culture and their own</p> <p>Communities: Students present and share final product with the local elementary (DI) Dual Immersion program</p>
<p>ACTFL Language Proficiency Targets</p>	<p>ACTFL Proficiency Guidelines: Students will perform at the intermediate Low range of proficiency</p> <p>http://actflproficiencyguidelines2012.org/</p> <p>California WL Language Learning Continuum Stage: Intermedia Low</p>
<p>California World Languages Standards Addressed</p>	<p>Communication:</p> <p>WL.CM1 Students interpret and analyze information, using authentic material related to the specific topic and related fields and demonstrate understanding of what they hear, read and see.</p> <p>WL.CM2 Collaborate and share information, reactions feelings and opinions. Students negotiate meaning in a variety of real world settings.</p> <p>WL.CM3 Students present and publish information on various topics</p>

	<p>WL.CM7.1 Students identify similarities and differences in basic sentence-level elements</p> <p>Cultures: WL.CL2; Students investigate, explain and reflect in the target language on the relationships among product/practice/perspective of the target culture demonstrating understanding. WL.CL4 Students use the target language to investigate how cultures influence one on other over time.</p> <p>Connections: WL.CN1; Students build reinforce and expand their knowledge of other disciplines using the target language to develop critical thinking (connections to art and music, social studies and health) WL.CN2 Students access and evaluate information and diverse perspectives available in the target language and produced for the target culture.</p>
<p>ACTFL Communication Objectives addressed (oral and written in each of three modes: interpersonal, interpretive, presentational)</p>	<p>Interpersonal (oral and written): Student will be able to participate in spontaneous spoken and written conversations creating sentences and asking and answering questions. Oral: Interviews Written: Online chat room interview Interpretive (oral and written): Student will be able to understand information Oral: story listening and video viewing for research/inquiry Written: readings in the target language (Spanish) and research Presentational (oral and written): Oral: Documentary story telling the development of the dance.</p>

	Written: written article connected to the documentary
Language Forms	What language will students need to express understanding of the content and to engage fully in the project?
Vocabulary (Bricks)	Art, Music, Dance, Physical body and movement vocabulary, social environmental vocabulary, social issues and historical narrative vocabulary, transition and connecting words.
Syntax/Grammatical Structures (Mortar)	Created complex sentencing, hypothetical sentences and statements of opinion Topic development using narration and dialog.
Language Objectives (function, context, text type)	I can communicate using written and oral language, dialog and narration for informational and persuasive purpose. I can express an hypothesis in statements of opinion I can use created sentences and small paragraphs in context to describe artistic ideas and perspectives I can describe cultural perspectives from a local point of view about traditional music in the Spanish speaking world
Cultural Content	What cross cultural competencies will students need to demonstrate that they have acquired? What and content will students need to demonstrate that they have learned?
Cultural Competencies / Cultural Content objective(s)	Analyze cultural products and target culture perspectives. Engage in civic and global issues, deepen global awareness, multicultural understanding of other groups. Product: Music and lyrics Perspective: Themes and expression that represent a group, the Importance the message Product: Music Perspective: Cultural influences in time period

	<p>Product: Music and lyrics Practice: Dance and communication</p>
Competencies for the 21st Century	What 21 st Century Skills will students need to practice and master? What Common Core Literacy Standards will students have the opportunity to acquire in this project?
21st Century Skills to be taught and addressed	<p>Collaboration: students work in small groups, create a group collaboration contract, manage and complete their project to present to an audience</p> <p>Communication: students create and develop a written product and present orally</p> <p>Critical thinking: students research and analyze authentic material</p> <p>Creativity/innovation: students will create a short documentary (video) explaining influences and development of the traditional dance using social issues and historical events that influence the development in the country that speak the target language</p> <p>Use of technology tools: cameras for recording documentary, google docs for collaboration, logs and journal for critical thinking and self-assessment.</p>
Common Core Standards Addressed	Support ELA and literacy anchor standards reading, writing, listening, speaking as well as language structures and conventions.
Scaffolding, Collaboration, & Grouping	
Scaffolding Activities/Structures	<p>Guided practice activities:</p> <p>Group structure readings, research guiding questions, panel discussion, critique and feedback structure, poster stations, jigsaw, finding similarities and differences in readings and images, world café, etc...</p> <p>Graphic Organizers / note takers needed for use with authentic resources:</p> <p>Graphic organizers (various), work timeline, concept maps, interviews, group feedback forms, Journals, etc...</p> <p>Scaffolding for language acquisition:</p>

	<p>Sentence frames Visuals, realia, language in context and circumlocution Authentic materials and resources Lots of comprehensible input, props, visuals, gestures, body language,</p> <p>Scaffolding for cultural content:</p> <p>Authentic materials and resources Music and song lyrics Video documentaries and interviews Articles and historic background</p> <p>Scaffolding for the project process:</p> <p>Student's group contract, collaboration logs. Group work timeline Student reflections and feedback in journals. Critique datelines Self-assessment and teacher assessment for groups</p>
<p>Collaboration: What collaborative activities will ensure language practice?</p>	<p>Group contract Curated authentic material in the target language Group reflections and journals logs in target language Sentence frames to facilitate group conversations in the target language</p>
<p>Grouping: How will students be grouped? Look at proficiency levels and English Only students.</p>	<p>Students will be group in small gender diverse groups.</p> <p>Students in small groups will be selected with their proficiency level in consideration (low/mid/ high).</p> <p>Student in the class are group by countries and each country will be working on music specific to that country.</p>

Planning for Instruction	
Comprehensible Input	<p>Storytelling, props, visuals, gestures, body language, repeated movement to reinforce concepts and understanding.</p> <p>Circumlocution</p> <p>Give students basic language sentence starters to help them to participate in the target language</p> <p>Visual- Picture and video talk</p>
Checking for Understanding	<p>Questioning</p> <p>Holds up</p> <p>Mini- white boards</p> <p>Pair share and small group activities</p> <p>Outline the text and annotations to text (close reading)</p> <p>Exit tickets</p> <p>Journals</p>
Guided Practice Activities	<p>Planned activities throughout project duration – tasks</p> <p>Group structure readings, research guiding questions, panel discussion, critique and feedback structure, poster stations, jigsaw, finding similarities and differences in readings and images, world café, etc...</p>
Project Launch: How and when will you launch the project? With an <i>Entry Document</i> or <i>Event</i> ? Which resources do	<p>The project will be launch with a letter from Univision inviting Spanish classes to participate in a national challenge (entry document) mid-way through the Arts: Visual and performing unit in the month of May.</p>

you need?	
Resources needed	
On-site people, facilities:	School Library
Equipment, technology:	Camera Computers Computers, Internet, google docs
Materials:	Paper Markers Authentic videos Authentic readings
Community resources:	The community and Dual Immersion (DI) program from the local elementary school
Assessments	
Formative	<ul style="list-style-type: none"> • Rough drafts • Story board/concept map • Work log/notes • Rubrics (4C's) teacher, self and peer evaluation
Summative: Rubrics	<ul style="list-style-type: none"> • Written assessment • Oral assessment • Rubrics (4C's) teacher evaluation
Reflection methods	In class- Critique/feedback (critical friends protocol) Journal Writing prompt Self-evaluation/self-assessment rubric

Assessments: After the project, how will you assess students' individually for their proficiency? In which modes of communication? Oral and/or written? Which rubrics do you need?

Presentational (written)
Student will write a composition in response to a prompt regarding their project final product.