

Boogie Nights!

Mathematics, English and The Arts, Level 3

The Learning Context:

In this unit students will organise and hold a school disco to raise money for a designated purpose.

During the first stage of the unit students will undertake a statistical survey in their school to ask questions which will help them run a disco that suits the preferences of the school population. Students will need to establish what dance music is currently popular and they will need to determine what snacks and refreshments they should provide on the night. Students may also choose to investigate what games their customers will want to play during the event and whether a fancy dress or themed disco would be a favoured option.

Students will then explore the costs of running a disco and identify ways of sourcing the required resources (including food, drinks, music, lighting, prizes, etc). They will need to consider what prices they should allocate to admission tickets, food items and beverages to ensure that a profit is realised.

During the next part of the unit students will plan, organise and promote their disco. Some tasks that they will need to complete include estimating the number of people who will attend, choosing an appropriate venue, creating poster advertisements, organising tickets, producing music play-lists, ordering food and drink, making decorations, and purchasing spot-prizes. Students will also need to work in co-operative groups to invent simple dance routines to well-known songs. The best of these dance routines will be taught to the rest of the school and students will lead these dances at the disco.

Once the disco has been held students will reflect on its success using feedback from their customers as one way of identifying their achievements.

This unit is also suitable for Level 4, with minor changes to the achievement objectives.

Approximately 18 lessons – It is recommended that this unit is stretched out over an entire term to ensure that the disco is organised and marketed properly and that the dances are learnt well.

Achievement Objectives:

MATHEMATICS AND STATISTICS: Level 3: **Statistical Investigation**

Conduct investigations using the statistical enquiry cycle:

- gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions
- identifying patterns and trends in context, within and between data sets
- communicating findings, using data displays.

Number Strategies and Knowledge:

Find fractions, decimals, and percentages of amounts expressed as whole numbers, simple fractions, and decimals.

ENGLISH: Level 3:

Listening, reading, and viewing

Processes and Strategies: Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Purposes and Audiences: Students will show a developing understanding of how texts are shaped for different purposes and audiences.

THE ARTS: Level 3:

Communicating and Interpreting

- Prepare and share dance movement individually and in pairs or groups.
- Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.

Enterprising Attributes:

- Generating, identifying, and assessing opportunities
- Identifying, assessing and managing risks
- Collecting, organising and analysing information
- Matching personal goals and capabilities to an undertaking
- Working with others and in teams
- Identifying, recruiting and managing resources
- Planning and organising
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- Range of music
- Stereo
 - Disco lights
 - Food and beverage supplier
 - Decision Making grid
 - Expenditure budget sheet
 - Digital camera and/or video recorder

Learning Outcomes:

Students will be able to:

1. Carry out an investigation using the statistical enquiry cycle asking questions which will help them run a disco that suits the preferences of the school population.
2. Report their findings using statistical tools.
3. Calculate the costs of running a disco and establish appropriate prices for goods and services to ensure that a profit is made.
4. Use the language of advertising and effective visual techniques to make a poster that promotes the disco to the school population.
5. Work in co-operative groups to invent and share dance movements that suit the rhythm and lyrics of well-known songs.
6. Describe how they applied Enterprising Attributes to support the tasks in this unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students' enterprise engages the community in buying tickets for and attending this event. This enables students to practice their enterprise in a real economic entrepreneurship context. Through students' enterprise, people in their community experience value from the students' enterprise. Citizens' well-being is linked to enterprise and economic entrepreneurship.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

Getting started:

The teacher plays their favourite dance song to students and asks students what their favourite dance songs are. The teacher explains to the students that they are going to organise a school disco to fundraise money for a designated purpose.

The unit and focus for learning is described to the students. Explain that the class will:

- Carry out a statistical investigation to determine what preferences the student population has in terms of music, food, beverages, games, etc.
- Organise the school disco taking responsibility for an allocated role.
- Work in co-operative groups to invent simple dance movements to popular songs (the most popular dances will be taught to the rest of the school and students will lead them at the disco).

The class sets a date and time for the disco and creates a timeline for the unit. This process will make the teaching sequence of the unit explicit to the students. NB: Depending on venue size and student numbers it may be necessary to run 2 discos. These discos could be run during the same evening - one for juniors at an earlier time and the other for middle and senior school students.

LINKS TO BES Best Evidence Synthesis

5. Quality teachers link learning to real life experiences and make effective links between different learning areas.

1. The teacher and students complete a brainstorm to record students' initial thoughts on organising a school disco. The brainstorm could include students' ideas on music choices, food and drink to sell, games and competitions, decorations, and fancy dress options. The brainstorm could also include students' ideas about marketing, ticketing, and roles on the night. **Generating**

Statistical Inquiry:

2. Students split into groups of 3 or 4 members to carry out a statistical investigation on the rest of the school about a selected aspect of the school disco. One group could investigate music choices, another group could look at food, another group could focus on drink, etc. The students record a key question, eg: what songs/artists would you like to hear at our school disco? They then list a range of options using the initial brainstorm from step 1 and their own ideas. Learning Outcome 1
3. The teacher meets with the class to talk about how the statistical investigation could be carried out. If students are working in a large school it may be appropriate for each group to survey 1 class from each level of the school. If students are working in a smaller school they could survey the entire student population and they may need to organise a timetable which outlines when they are visiting each class to obtain their data. LO 1
4. Students carry out their investigations and record their findings in tally charts. The teacher may need to model the use of tally charts before the investigations take place. This will depend on students' prior knowledge. LO 1, **Collecting, organising and analysing information**
5. Students present their findings using an appropriate graph. They may choose to use a bar graph, pie chart or column graph. Students could use Microsoft Excel to create their statistical displays or they could produce them by hand. The teacher may need to model how to draw each type of graph prior to this learning step – this will depend on students' prior work in Statistics. LO 1, **Collecting, organising and analysing information**
6. In their groups students view their statistical displays and record several statements which best describe what their display is telling them. Examples of statements could include: "The most popular music artist in the school is Beyonce", "The 2 most popular food items for our disco are popcorn and pizza", etc. LO 1, **Collecting, organising and analysing information**
7. The students present their findings to each other. Learning Outcome 2

Researching, Planning and Organising:

8. Students establish a list of 'success criteria' for their event. **Excellence**
9. The class begins to investigate the costs that are involved in running a disco. Students list the most popular food items, drinks and decorations and determine the availability and prices of these at local shops/wholesalers. They then establish what price they could sell the food, drink and admission tickets for to ensure that a profit is made. Students will need to also determine what venue, sound system and lighting they will use and add any hire fees into their calculations. Learning Outcome 3, **Identifying, recruiting and managing resources** **Integrity**
10. Students use a decision making grid to make final decisions on the food, drink, decorations, etc. Possible criteria to judge each option could include: cost, profit potential, availability, popularity, storage requirements, preparation requirements, etc. LO 3

9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time and opportunities for application and creativity.

2. Quality teachers encourage learners to work as a community.

4. Quality teachers know the learning processes in each curriculum area.

2. Quality teachers facilitate active learning in the classroom.

<p>11. The teacher shows the class a range of event posters. The font, images, colour and language of each poster is closely analysed and discussed. The teacher asks the students the following questions: What kind of information is conveyed on each poster? What information is written in large font? What is written in smaller font? What words are used to describe the event? Which poster do you like the most and why? What images are used on the posters? What colour combinations are the most effective? etc. Learning Outcome 4</p> <p>12. The teacher explains to the class that they are going to make their own event posters advertising the school disco. The class brainstorms a list of information that they could put on their posters. This list is divided into two categories – essential information and optional information. The class discusses what information needs to be presented in large font and what can be written in smaller font. The class also discusses what colours, font style and images could be included on the posters. The posters are made and displayed around the school. LO 4 Communicating and receiving ideas and information</p> <p>13. The class makes a list of tasks that need to be done in preparation for the disco. Jobs may include: surveying the school to find out approximate number of disco customers, making and selling tickets, keeping a customer list, sourcing and copying music, purchasing food and drinks, purchasing prizes, recording expenditure, organising games, making decorations, etc. Students are assigned a task that they would like to complete and they carry out their jobs. Matching personal goals and capabilities to an undertaking, Planning and organising</p> <p>14. The teacher asks the class the following question “what could go wrong on the night of our disco?” Student responses are recorded. Responses could include the following: there is a power cut, children misbehave, a child goes missing, we run out of food, etc. The teacher and students look at each potential hazard and list strategies that they could put in place to avoid or minimise each hazard. The students may decide to draw up a list of rules for the disco (eg: everyone stays indoors, parents to pick children up from the venue, etc) to help ensure the safety of their customers. They may also want to appoint parent or teacher helpers to monitor the behaviour of students. Identifying, assessing and managing risks, Planning and organising</p>	<p>9. Quality teachers promote critical thinking.</p>
<p>Exploring and Creating Dance:</p> <p>15. The teacher plays several popular dance tracks to the students and the class explores the rhythm of each song by clapping and/or moving in time to the beat. The teacher selects one song and creates a movement sequence that suits the rhythm and lyrics in the song. The movement sequence may just be for the chorus. The teacher teaches the dance sequence to the class and the class practises it. NB: Songs from Jump Jam could be used at this step. Learning Outcome 5</p> <p>16. Students work in co-operative groups to devise their own movement sequences to well-known songs. The dance movements need to be synchronised and simple enough for everyone to learn. LO 5 Working with others and in teams</p> <p>17. Students share their dance sequences with each other in a mini-performance. LO 5</p> <p>18. The class decides on the best dance sequences using a decision making grid. Possible criteria to judge each dance could include: movements are fun to do, movements are easy enough for everyone, selected song is popular, movements are in time to the music, etc. LO 5</p>	<p>5. Quality teachers allow students to solve problems.</p>

Reflective Questions:

Exploring new knowledge and skills

- What were the learning areas that were incorporated into this project and what did we learn in each of these areas?
- How important was our statistical investigation in helping us organise the disco? What information did we find out from this investigation? What might have happened if we did not survey the school population?
- Did we make a profit from organising the disco?
- What did our customers think of the disco? What was successful? Where could we make improvements?

Exploring what it is to be innovative and enterprising

- How could we improve on using the Enterprising Attribute/s for next time?
Learning Outcome 6
- Can you transfer this learning to your other topics?
- How did the combining of knowledge from a range of learning areas lead to your innovation?

Exploring further future focus issues

- Why do people set prices so they cover more than just their costs?
- Why are people prepared to take risks when they are either social or economic entrepreneurs?
- What would our community be like if we did not have social and economic entrepreneurs?

Possible Assessment Activities (Teacher):

Learning Outcome 1 and 2: The teacher could observe how well students carry out their statistical investigations by considering the following – selected key question, options given, use of tally chart, choice of graph, interpretation of data, presentation of information. OR the teacher could use any of the following ARBs to assess student achievement in Statistics:

Statistical Investigations

ST 8071
ST 8070
ST 8068
ST 8046
ST 8044
ST 8023
ST 8022
ST 8016

Interpreting Statistical Representations

ST 8757
ST 8747
ST 8725
ST 8722
ST 8672
ST 8671
ST 8673
ST 8696

Learning Outcome 4: The teacher could evaluate the standard of event posters. Points to consider are: information provided, font sizes used, layout, colour, overall presentation, etc. OR the teacher could use the following ARBs to assess students' understanding of advertisements: VL 4061; WL 3609; VL 4109; VL 4094.

Learning Outcome 5: The teacher could observe how well students can sequence dance movements and keep in time to the music. A matrix of progress indicators from the New Zealand Curriculum Exemplars for Dance can be downloaded to assist –

www.tki.org.nz/r/assessment/exemplars/arts/dance/matrix_dance_pop_e.php

Boogie Nights - Enterprising Attributes

Task	Enterprising Attribute/s NB There may be more than one answer!
	Generating, identifying and assessing opportunities
	Identifying, assessing and managing risks
	Collecting, organising and analysing information
	Matching personal goals and capabilities to an undertaking
	Working with others and in teams
	Identifying, recruiting, and managing resources
	Planning and organising
	Communicating and receiving ideas and information

Boogie Night

Business Planning Journal

Picture of our team

Picture of event

Our brainstorm of ideas

Thinking - Generating, identify and assessing opportunities

Our job titles and responsibilities

Managing Self - Matching personal goals and capabilities to an undertaking

Our actions and time line

Participating and contributing - Identifying, recruiting and managing resources

