

# I Am the Entertainer!

The Arts, Levels 4

## The Learning Context:

*In this unit the students will have the opportunity to busk in a school busking festival. The rest of the school, teachers and parents will be invited to enjoy the busking. Buskers will earn tokens from the audience.*

*This unit allows the students to lead their own learning by taking control of what talent they choose, who they work with, and how they organise their item. The students will need to work together, negotiate and communicate in order to be successful.*

*This unit gives the students the chance to share their talents and skills with the rest of the school as well as improve their confidence in performing in front of an audience in a more relaxed busking environment. Approximately 8 lessons*

## Achievement Objectives:

### THE ARTS CURRICULUM:

#### The Arts - Sound

##### Level /4 – Communicating and Interpreting

*Prepare, rehearse, and present performance of music, using performance skills and techniques.*

#### The Arts - Drama

##### Level 4 – Developing Ideas

*Initiate and refine ideas with others to plan and develop drama.*

#### The Arts – Dance

##### Level 4 – Communicating and Interpreting

*Prepare and present dance, with an awareness of the performance context.*

## Enterprising Attributes:

- Generating and using creative ideas and processes
- Identifying, assessing, and managing risks
- Using initiative and drive
- Matching personal goals and capabilities to an undertaking
- Working with others and in teams
- Negotiating and influencing
- Being fair and responsible
- Identifying, recruiting, and managing resources
- Planning and organizing

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

## The Arts Learning Outcomes:

Students will be able to:

1. Identify different busking options.
2. Form groups with common interests and talents.
3. Work together to produce a short performance.
4. Perform in front of an audience showing skill, technique and control.
5. Evaluate their learning and overall success.

## Resource Requirements:

- Musical instruments
- Stereo
- Extension cords
- Drama props
- Costumes
- Token master sheet
- Other props
- PMI sheet
- Video camera and television
- Digital camera
- Computer

# 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. Firstly, students explore what it means to be enterprising by identifying a community opportunity, then creating, designing and providing it. Students are engaging in social entrepreneurship. The students' performances bring benefits to their community. Through their enterprise, students are encouraged to value community and personal participation for the common good; citizenship. They are also encouraged to achieve personal excellence by aiming high and by persevering when faced with difficulties.*

*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.*

<p><b>Getting started:</b></p> <p>The teacher explains to the class that they are going to have a busking festival where every student in the class will be involved. This will be held during lunchtime so that the rest of the school, teachers and parents can enjoy the entertainment.</p>	<p style="text-align: center;"><b>LINKS TO BES</b> <b>Best Evidence Synthesis</b></p> <p><i>5. Quality teachers allow students to solve problems and link learning to real life experiences.</i></p>
<p><b>Teaching Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Students discuss what a busker is and why a person might busk.</li> <li>2. Brainstorm the types of performances students have seen buskers do. Add to this other performance ideas. Break them into dance, drama and music categories. (Learning Outcome 1)</li> <li>3. Students identify target audience and will consider this when deciding on performance content. (LO 1)</li> <li>4. Students record their individual talents and interests that they could use for busking. Students identify others who have similar talents and/or skills. Students may wish to busk alone, in pairs, or in larger groups. Possible busking ideas: <ul style="list-style-type: none"> <li>• Music ideas: students singing to music, lip-syncing, playing musical instruments beat boxing, rapping etc.</li> <li>• Dance ideas: dancing to music, ballet, tap, jump jam, etc.</li> <li>• Drama ideas: juggling, statues, silent comedians, joke telling, short play, poetry reading, etc. (Learning Outcome 2) <b>Matching personal goals and capabilities to an undertaking</b></li> <li>• Students can apply to be members of a busking organizing committee. These students will help organise promotion, map where items will take place, develop tokens, etc. <b>Matching personal goals and capabilities to an undertaking</b></li> </ul> </li> </ol>	<p><i>2. Quality teachers allow students to help each other.</i></p> <p><i>3. Quality teachers recognise and build on students' prior knowledge.</i></p>

<p>5. Students establish their groups and begin planning their performance. They will need to think about the length of their performance as the audience will just pass by and will not watch a 15 minute play etc. They will need to organise their props, costumes, and anything else they might require. Planning records to be kept. These records will include the risks, timelines, resources required, code of conduct, etc. (Learning Outcome 3) Working with others and in teams, Planning and organising, Generating and using creative ideas and processes, Identifying, recruiting and managing resources, Being fair and responsible, Using initiative and drive</p> <p>6. As a class or group, create a set of 'success criteria' to measure their performances against. Look at the details of the task, the learning intentions and the Enterprising Attributes. Excellence</p> <p>7. Teacher to hold workshops with the groups from the different Arts areas- i.e. Drama, Dance and Music. Specific performance skills and techniques will be taught to assist groups. (LO 3) Working with others and in teams, Planning and organising, Generating and using creative ideas and processes, Identifying, recruiting and managing resources, Being fair and responsible</p> <p>8. Teacher becomes the "guide on the side" and supports each group with advice and help when needed. Students will therefore lead their own learning throughout this process. The teacher conferences with groups to gain updates on progress, to motivate them and give specific technical advice. (LO 3) Working with others and in teams, Planning and organising, Generating and using creative ideas and processes.</p> <p>9. Teacher emphasizes the importance of performance rehearsals to improve quality. Students continually re-visit the success criteria to monitor progress and establish next steps. They may also use peer evaluation throughout this period to monitor achievements. (Learning Outcome 5) Working with others and in teams, Planning and organising, Generating and using creative ideas and processes, Using initiative and drive</p> <p>10. A map of the school grounds can be designed and groups will need to negotiate with each other to organise where they will set up on the day. Groups will need to think about how much space they will need, access to power points, the placement of louder groups and quieter groups, etc. Planning and organising, Being fair and responsible, Negotiating and influencing</p> <p>11. Invitations and posters can be made to help promote the busking festival. Parents, BOT, the Principal and other students can be invited to participate in the busking event (either as audience or buskers.)</p> <p>12. Busking committee to design a busking token and inform audience of how to use them. Audience members are to give tokens to their favourite buskers.</p> <p>13. Include a dress rehearsal of the busking festival where sites and sound levels are checked and last minute alterations can be made. Identifying, assessing and managing risks, Planning and organising</p> <p>14. On the Busking day, students set up and perform for a given time. Each group to have a "hat" or container to collect tokens. (Learning Outcome 4) Community and participation</p>	<p><b>4. Quality teachers know their students and are responsive, effective and creative in meeting their individual learning needs.</b></p> <p><b>9. Quality teachers make transparent to students the links between effort and achievement.</b></p> <p><b>3. Quality teachers establish effective partnerships with families.</b></p>
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15. After the event, groups do a PMI reflection sheet to help evaluate the festival and learning. Tokens can be used as a way of measuring the audience's reaction to the performance. (Learning Outcome 5)
16. Students use the "Success Criteria" developed at step 8 to evaluate their success. Share results as a class. (LO 5)
17. Discuss reflective questions overleaf. (LO 5)

**Reflective Questions:**

Exploring new knowledge and skills

- What did you learn about The Arts from doing this activity?
- What have you learnt about yourself in this task?
- How well did your group work together?
- What would you do differently if you were to do it again?
- How successful was the Busking Festival overall?
- What would the audience say about the festival?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- Describe how your community members felt about participating in your event?
- Explain why your enterprise was an example of social entrepreneurship.
- What values were important in seeing this undertaking through?

**Possible Assessment Activities (Teacher):**

Teacher assesses groups' ability to present a dance, drama or musical performance focusing on technique and audience reaction.

<b>PMI Assessment</b>	
<b>Positive</b>	
<b>Minus</b>	
<b>Interesting</b>	