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Hello there. My name is Shawna Longo and I am the professional growth advisor for Education Closet. I'm so glad you're here with me today. Today I'm going to demonstrate an arts integration strategy that can integrate any content area with music. It's called the Whose Playlist Is It Anyway? And at the end also give you some bonus content on how you can adapt this strategy for any of the arts content areas, whether it's visual arts, theater, dance and or media arts.

One of the most visible benefits of arts integration is the increase in student engagement. Everyone wants their students to connect to their content area. What better way than through the use of popular music? We live in a connected world and I can't walk the halls of my school without passing a student wearing earbuds or headphones. Our students connect to music every day in their personal lives. If you can integrate their connection to music with your content, it's a win win all around.

There are numerous strategies available for every art form to act as a kick starter or opening activity to an arts integration lesson. These strategies can also serve as a standalone activity or as an evaluation tool. Arts integration strategies provide students with a hands on, brains on experience that can translate across multiple disciplines. I came across a great strategy from the Rock and Roll Forever Foundation that can integrate music with any content area. Yes, you heard me, any.

Here's a breakdown of the strategy in seven simple steps. So step number one, you're going to determine the topic. This could be a person, a historical figure, a historical period, any topic or vocabulary term. It can honestly be anything from any content area. So what is your focus? You could utilize this across multiple units or areas of study.

Step number two is what is your intent? You can either pre teach information about the topic or historical figure or person that you chose or you can have the students complete research to create a list of facts about the topic or person. How you use it will depend on your intent. Are you using it as a diagnostic before you teach the concept or topic? Are using it as a formative assessment or activity during the lesson, in the midst of it to check on for their understanding? Or are you using it after lesson as a summative of assessment or activity? This strategy can also flip your classroom, making your students the teachers of your content or the content.



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So step number three, you're going to select three facts or the students are going to. I suggest that you have the students work in pairs and select three facts about that topic or person. Each fact should be broken down to just one word that really describes the topic or person. Just one word. Once they have their three facts listed, then you'll move on to step number four, which is the fun part, the song search.

So have your students use Google or YouTube or iTunes or Spotify, whatever search engine you or they have available to them to find music. And maybe it's they look in their music library on their phone. They can use anything that you deem okay for them to use. So they're going to search for song containing that fact. Just that one word, whether it's in the lyrics, in the song title, in the artist's name, but that word from each fact has gotta be in there somewhere. With older students you can also have them write down the artist's name and you may even want them to give you the year the song debuted for more historical cultural context. Then last you're going to have the students write down how that song or artist depicts or represents their topic or person. So you want them to tell you the connection they're making between the topic or person and the fact. So how does this song connect those two things?

So now we're going to move on to step number five. Once they've done this for all three of their facts, they then have their playlist for that topic or person.

Step six is the presentation. And you can have some fun with this and utilize your students' strengths or maybe try to strengthen their weaknesses in how you have them present it or give them options or let them choose how they are going to present their information. So each pair of students should present their playlist stating the song title, the artist, and the year either on a written sheet of paper or a Google Doc if you use Google Classroom that they can share with you, maybe you create a template for them that they just fill in. It could be a slide deck presentation using PowerPoint, using Keynote, using Google Slides. Again, whatever platforms you use and your students are comfortable with or you want them to learn. Or maybe they're just not good with creating those things and you just want them to verbally say them in front of the class.

And as an extension, if you have students use the slide deck presentation, you could have them embed links to the YouTube videos of the three songs that they chose. So that adds kind of a fun layer where the kids are visually engaged as well, and they're able to hear the songs that the students chose. So now you're adding a deeper level of



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connection with culture and history and musical style. So you're just deepening that arts integration, that authentic integration of the arts in your class.

So then the last step, step seven is assessing their learning. In the past I have had my students in pairs try to guess the topic or historical figure for each playlist. So they don't know what topic or person each group had. I might, you know, I'm going to give out different ones that cover maybe the whole lesson or whole unit. This is great as a review before a test or maybe this serves as part of a test. And so when the kids name their songs that they've picked and the artists and the year they debuted, then the class has to try to guess what concept that I was trying to teach is represented by those three songs. And I've also had the kids write it down. I'd create a sheet and they would, as each group or pair presented, they would write down their guesses and then that's another level of assessment that they could turn in to me at the end of the presentations.

So now you're not only assessing that they got theirs right, but then you're assessing their guesses for the other pairs' topics. So it really can become an all encompassing and this could serve as your summative assessment, how they did with guessing all of the different topics. It shows you whether they've really learned the concepts. So again, or you know what, you could keep it super simple and just have the kids present and the rest of the kids guess out loud. You know, raising their hands or shouting out however you want to run your classroom. It just depends on, again, your intent for the activity.

I keep going back to the word intent, but really with arts integration in STEAM it's all about your intention. So does this serve as a diagnostic, as a formative or summative assessment or activity? Once you answer that question and how much weight do you want to give it, that's going to help you frame how you interact with this type of playlist strategy, which I know your kids are gonna have a blast with. You can also have the pairs turn in their completed playlists to you for a grade in addition to their guesses of the other groups' topics or people. And again that's going to give you documentation and how they did guessing the other students' topics person.

And we all know in this day and age with teacher evaluation and student growth objectives and our end of the year evaluations and things, we have to combine the compile data to back why we do our jobs well. This is another way that you can kind of



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one, showcase what you're doing with arts integration. and two, you can also give yourself some data to back what a fabulous teacher you are.

So here is a sample of one way that I have used this strategy with a social studies class. So integrating social studies with music. The topic or person was George Washington. The first clue ... And my three facts were wig, apple and independence. So the first clue is the B52 song 'Wig'. Why? Because he wore a wig. A the second is a song by Fiona Apple called 'Every Single Night'. Why? Because apple's in her name. My third clue is the Song 'Independence Day' by Martina McBride. And I don't think I need to explain the obvious reasons why I chose that one.

My students love using this strategy and I hope yours do too. One of the ELA teachers that I work with turned it into a game and she had her kids say, "Whose playlist is it anyway?" And they had such a blast. And she did it based on characters in a novel that they were reading. And each group was given a character and they had to find songs that were representative of that character. And everyone had such a blast. She said it was absolutely the most engaged she's ever seen her students. Now she had them create, she created a template, Google slides and they had to input their songs with links to the YouTube videos. And then she had them guessing and made it a game show. And you know, the sky's the limit with this kind of stuff. You know, really step outside of your comfort zone and see what your kids can come up with. And it may evolve as you get into it. And kids may come up with ideas. And I love that. I embrace, my students are on this journey with me in learning just as much as they are.

So I've also created a handout for you to download that's going to guide your students through this process to create a playlist. And you can have your students turn it into you to show their work. You'll see there's a place for your students to write their name or names if they're working in pairs. You can also list the topic or historical figure or period right underneath their name. Then they can write out the most important facts that define that topic or historical figure or period. And these will probably be in the form of a phrase or sentence. From that list, they can then move over to the column on the right and choose one word to focus on that depicts each of these three topics for each fact.

And last, you'll see an area at the bottom for them to document the three song titles that represent each of these three facts with the corresponding artist's name, the year

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the song debuted, and they can give a little explanation of why that song matches the fact up here. So they're even numbered. Song title number one should match their one word fact number one, which will then line up to the phrase or sentence of the facts over here. So this is a great little organizational tool for you to use with this strategy. So now I want to show them you those other connections we can make using the playlist strategy with visual arts, theater, dance, and media, digital media arts.

So the first painting for visual arts was painted by Grainger in 1878 and it depicts Mount Vernon, Virginia, which we know is again connected to George Washington. The second painting is by Paul Saison, which is a post impressionist painter from France and it's one of his famous Apples paintings. And then I've got John Trumbull's Signing of The Declaration of Independence. So those are my three paintings that I pulled together to depict that George ... keeping with that George Washington theme.

If we move on to theater, I found three different monologues. One is called Apple Pie Pain and you can see the monologue right here and it talks about apples. The next one is the Odd Couple Female Version and again you can see the script on your screen and it references toupees within it. So there's my connection to the wig. And then the last one is a monologue from the movie Independence Day and obviously it's when the president addresses the US fighter pilots, that obviously shows connecting that to that Independence Day.

Then if we move on to the media arts, I have a little fun with this one and I got a funny meme with Nene from the Real Housewives of Atlanta talking about wigs. And then my second one is the iconic Apple logo. And my third media arts example is kind of a collage of figures that represent independence in America.

Then we go to dance. Now for the dance I used YouTube and my first one, again referencing that wig is a line dance video that I found with the Tennessee wig walk.

(Music playing)

And the second one is revolution, depicts revolution.

(Music playing)



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And the third one is the Big Apple dance craze of 1937.

(Music playing)

So now you can go and download that resource to accompany this playlist strategy that will guide your students through their work with this in any of the art forms that you choose. Also make sure you check out the articles that I've referenced below that will also further extend your learning when talking about strategies that you can use with the arts.

Thank you so much. I hope you enjoyed this little strategy and you can take it back, make it your own, and have a great time in the classroom with your kids as well. Thanks so much. Until next time.