

ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

Title: Music and Money, How the economy effects the music industry		Grade: 3-5
Subject/Content Area & Art Form: Social Studies, Math, Music		Lesson Duration: 2 hours
Driving Question: How does the economy effect the arts?		
Connected Objective: At the end of this lessons students will determine how people might spend their money and how this effects different jobs in the arts and entertainment industry.		
Subject/Content Area Objective Students will know: How to use the internet to research information. Students will be able to: Assess information from different sources and apply it to an economic situation.		Art Form Objective Students will know: How much musicians are paid to provide live entertainment. Students will be able to: Determine how the economy affects musicians' ability to earn a living.
Subject Area Standard(s): RELA: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Summarize (RL.3.2) Integrating Information from Multiple Sources RI.4.9 Social Studies: D1-5.3-5 Developing Questions & Planning Inquiry D2Eco1-15.3-5 Applying Disciplinary Tools & Concepts (Economics)	Art Elements: Music: CORE Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	21st Century Skills: (Choose skills that apply to lesson) <ul style="list-style-type: none"> <input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Critical Thinking & Problem Solving <input type="checkbox"/> Collaboration & Teamwork <input type="checkbox"/> Communication <input type="checkbox"/> Cross-cultural Understanding

<p>D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p> <p>Math: CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. Represent and interpret data (3.MD.B.4)</p>		
<p>Formative Assessment(s): Budget for a party. Using several websites, decide how much you need to throw a party including food, decorations and entertainment.</p>	<p>Summative Assessment(s): Discuss and notate the classes findings on what they want to spend money on and why, and how this might affect musicians' ability to earn a living.</p>	
<p>Lesson Materials/ Preparation:</p> <ul style="list-style-type: none"> ● Computers with internet access ● Pencils, index cards 		
<p>Lesson Steps/Strategies for Learning</p> <ul style="list-style-type: none"> ● Introduce: You are having a party! You have \$10,000 to buy everything you need. This should include food, music, supplies like cups and plates and decorations. You also have to decide where to have your party, at home? Or will you rent a party room at a hotel or rec center? ● Engage: Use the Party City website to find the cost of supplies and decorations. Using the amount you allocate for food, decide how many people you can invite- i.e.- If you spend \$2000 on food and you invite 200 people then you can spend \$10 on food for each person. How much will you pay for music? Will you hire a live band? A DJ? (Local jazz combos or acoustic bands may cost between \$750 and \$1500, while the region's most popular and exclusive party bands may cost \$10,000 or more. On average, most great dance bands for weddings or special events are likely to cost between \$2500 and \$7500.) (For a DJ: \$200 – \$300 Typically a beginning DJ, most likely a part-time hobbyist. \$400 – \$600 More experience than the beginners, but most likely a part-time DJ. \$1,000 – \$2,500 Most experienced, professionally trained, full-time DJ.) ● Build Knowledge: Watch the interview with Daryl Davis starting at 14:25, the background of Boogie Woogie and it's rise during the depression. ● Apply: Do you have enough money to throw the kind of party you want? How much more would you need and why? Write your conclusion on an index card. Collect the cards are put them in 2 piles- yes (enough money) and no (need more money). Which pile is bigger? Why? ● Reflect: Class discussion: If you didn't have enough money to throw a great party, where would you cut costs? Why? 		

