



RADIO ROCKWAY

Odalys Cordero

Preface

It is with great pleasure that I share a Johnny Mercer inspired unit entitled: "Radio Rockway." This unit utilizes interdisciplinary instruction within a musical setting. The target student audience throughout the curriculum is the 5th grade student population but can easily be adapted to middle and high school level students. The unit is typically completed in approximately nine weeks if music class is taught one hour a week. This unit is designed to educate students on the history and elements of Latin Jazz while simultaneously establishing a creative environment for student to create their own lyrics.

On a personal note, I enjoyed witnessing the musical growth in each 5th grade class as they used the framework of pre-existing Latin Jazz songs and lyrically "made it their own," so to speak. This was a great opportunity for Spanish speakers at an ESOL Level of 1 & 2 level to express themselves more freely throughout the progression of the unit.

**Overall Organization of Unit
UNIT COVER PAGE**

Unit Title: "Radio Rockway"

Grade Level: 5th Grade

Subject/Topic Area(s): Studying a selected musical genre typically played on the radio: Latin Jazz.

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Unit Duration: 9 Weeks

Brief Summary of Unit (Including curricular context and unit goals):

Three classes of 5th grade students will learn about the genre of Latin Jazz. This unit will be based on experiencing and creating lyrics to this particular genre. Each class will take on the role of a radio station with the assigned genre. Through these radio stations, students will perform their composition lyrics.

The goal of this unit is to augment the students' knowledge, awareness and experience with Latin Jazz. Three main components that will be touched upon throughout the unit are: (1) Learning the history of the genre highlighting three artists throughout the genres' time line, from the 1940's to the present (2) Analyzing musical elements and lyrics from the chosen artist of the specific genre. Using resources such as printed lyrics, videos, etc. (3) Composing lyrics in the assigned genre. This musical journey will conclude with recorded performances of lyrics written by the students. The lyrics will be performed and recorded using recorded soundtracks void of any lyrics. The recorded material will be featured on "Radio Rockway." For the final product, songs will be compiled into a continuous running broadcast piece led by a couple of student disc jockeys. Their introductions will include brief mentions of historical facts, interviews of the performers and a couple of commercials.

This unit was designed for students at a 5th grade level but can be adapted for middle and high school level classes. Throughout the unit, interdisciplinary approaches (language arts, theater and Dance) are incorporated.

Overall Organization of Unit
Stage 1: DESIRED RESULTS

Content Standards:

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.

MU.5.H.3.1: Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.5.H.2.2: Classify a dance performance or repertoire piece by origin, genre, or period.

LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Understanding(s): *Students will understand that...*

- (1) Genres present today are built upon a foundation of artists that have pushed the musical envelope.
- (2) How to use cross-curricular contexts (language arts, theater and dance) components in a musical setting in order to write lyrics.

Essential Question(s):

- (1) How has the genre evolved over the last 70 years and become what it is today?
- (2) Who are the individuals who made unique contributions to the evolution of the genre?
- (3) What have been notable differences in the lyrics and orchestration of the works during the past 70 years?
- (4) Was there a change in language?

Students will know...

The progression of Latin Jazz over a 70-year time frame.

Students will be able to...

- Demonstrate knowledge about Latin Jazz through lyrics and/or of percussion instrumental accompaniment.

Overall Organization of Unit
Stage 2: ASSESSMENT EVIDENCE

Performance Task:

Fifth grade students will form small groups and write lyrics based on one of the songs introduced throughout the nine weeks. Students will have the liberty to musically expand their work by adding percussion instrumental accompaniment.

Key Criteria:

- (1) Students create lyrics to fit in the framework of a song to the following genre: Latin Jazz.**
- (2) Students can identify the melodic rhythm of a song (demonstrated by clapping the melodic rhythm).**
- (3) Students can determine the syllabic structure of text in a melodic line.**

Other Evidence:

1. Student lyrics.
2. Student recordings of their work.
3. Classwork: Student observations on paper and index cards.
4. Teacher observations.

Stage 3: Overall Organization of Unit Genre: Latin Jazz <i>(Each lesson is based on a 60-minute music class that meets once a week.)</i>	
Week 1	<p>History</p> <ul style="list-style-type: none"> ➤ Discuss when this genre originated. ➤ Discuss any historical events that occurred at that time and common lifestyles of that era. ➤ Discuss one of the pioneer musicians that began the Latin Jazz movement. ➤ Latin Jazz Song No. 1: Analyze a popular song from this artist. <p>Musical Elements and Structure</p> <ul style="list-style-type: none"> ✓ Discuss and demonstrate instruments, rhythms and dance movements that were representative of this type of music. ✓ Class participation on rhythms and dance movements discussed.
Week 2	<p>Composing lyrics</p> <ul style="list-style-type: none"> ✓ Review and discuss highlights learned about Song No. 1 from the previous week. ✓ Writing lyrics: Discuss rhyming and syllabic breakdown of a verse and chorus. ✓ Compose: <ul style="list-style-type: none"> • The class will be divided by the teacher into three or four groups. • Students in the group will write their own lyrics based on the first verse and chorus of Song No. 1 incorporating rhyming and inserting new lyrics that match the syllabic structure of the original. • Showcase: The groups will showcase their lyrics accompanied by the instrumental track of the song.
Week 3	<p>Latin Jazz Song No. 2</p> <ul style="list-style-type: none"> ➤ According to the overall span of Latin Jazz music, discuss an influential Latin Jazz artist from the middle of the time period. ➤ Students will listen to a song created by the chosen Latin Jazz artist (Song No. 2) <p>Musical Elements and Structure</p> <ul style="list-style-type: none"> ✓ Discuss and demonstrate instruments, rhythms and dance movements that were representative of this type of music. ✓ Class participation on rhythms and dance movements discussed. ✓ Compare and contrast with Song No. 1 (style, tempo, orchestration, etc.).

<p>Week 4</p>	<p>Composing lyrics</p> <ul style="list-style-type: none"> ✓ Review Song No. 2. ✓ Writing lyrics: Onomatopoeia. ✓ Class participation: Students will analyze the lyrics and look for any evidence of rhyming and/or onomatopoeia. The class will break down the syllables for the chorus of Song No. 2. ✓ Compose: Class will break up into the same set of groups created in Week 2. Each group will write their own lyrics based on the first verse and chorus of Song No. 2. <ul style="list-style-type: none"> • Showcase: The groups will showcase their lyrics accompanied by the instrumental track of the song.
<p>Week 5</p>	<p>Latin Jazz Song No. 3</p> <ul style="list-style-type: none"> ➤ Students will learn about a well-known Latin Jazz artist in our present day. ➤ Listen to a popular song (Song No. 3) from this artist. ➤ Class discussion and participation: Compare and contrast all three songs considered in this unit. <p>Composing lyrics</p> <ul style="list-style-type: none"> ✓ Writing Lyrics: Use of descriptive language or “word pictures.” ✓ Class participation: Students will analyze the lyrics and see if there is rhyming, onomatopoeias and/or word pictures. The class will break down the syllables for the first verse and chorus of Song No. 3. ✓ Each group will write their own lyrics based on the first verse and chorus of Song No. 3. The group's composition of lyrics should include rhyming, the same syllabic structure of the original song, onomatopoeias and word pictures. ✓ Showcase: The groups will showcase their lyrics accompanied by the instrumental track of the song.
<p>Week 6</p>	<p>Creating a “music video”</p> <ul style="list-style-type: none"> ✓ Class divides into its original sets of groups. ✓ Each group will perform a “music video” clip. ✓ Music video includes: <ul style="list-style-type: none"> Lyrics composed from the previous week. Students within the group will silently “act out” what is transpiring through the lyrics. ✓ Showcase: Students will showcase their “music video” clip in front of the class.

<p>Week 7</p>	<p>Final group composition:</p> <ul style="list-style-type: none"> ➤ Students will break into their original groups ➤ Groups will be assigned to refine the lyrics to one of the three songs worked on throughout the unit. ➤ With the guided assistance of the teacher, student groups will refine their lyrics (first verse and chorus). Students will have the option to include percussion instruments to accompany the performance of the lyrics. ➤ Commercial: Each group will also create a 15-20 second commercial or jingle in preparation of the “Rockway Radio” program. ➤ Disc Jockeys: The teacher will choose two DJ’s from each class to host and introduce each group’s Latin Jazz song. During this lesson, DJ’s will have use of a computer to research a few facts about the following: the Latin Jazz artist being considered, the song itself and/or what occurred in the world around us when the original song was created.
<p>Week 8</p>	<p>“Mock performance” of compositions and opportunity to make any adjustments.</p>
<p>Week 9</p>	<p>Recorded Performance of compositions in class.</p>

Lesson Plan 1

Lesson Title: "Latin Jazz: The Beginnings"	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. MU.5.H.1.1: Identify the purposes for which music is used within various cultures.		
Goals/Learning Targets: <ul style="list-style-type: none">• I can verbally identify one of the "fathers" of Latin Jazz.• I can aurally identify instruments fundamental to this genre in the mid-1900.• I can perform basic salsa steps to the early Latin Jazz piece "Mantecas."		
Anticipatory Set: (15 minutes) Students will begin an introduction of Latin Jazz by listening to a short clip of "Manteca" by Dizzy Gillespie and Chano Pozo. <ul style="list-style-type: none">• Students will have an index card and write down at least two instruments heard.• Display visual time line from the 1940's to present. Around the beginning of the time line, Chano Pozo will be highlighted. Group Discussion: How was Latin Jazz introduced into American culture?		
Procedures: (35 minutes) <ol style="list-style-type: none">1. Highlight instruments used in this particular song "<i>Manteca</i>".2. Play the selection again for students to hear. They are to isolate any rhythms they heard and clap them with their hands to their best of their ability.3. Display on the board "common" rhythms found in Latin Jazz.4. Students will take turns using the Conga and performing the rhythms displayed on the board.5. Where was early Latin Jazz used? And was there any dance associated with it?6. Explain to the students that Latin Jazz was used to dance the Salsa.7. Play Song No. 1: "<i>Adivinalo</i>" by Arsenio Rodriguez (a parallel Latin Jazz hit of the time) and compare and contrast with "<i>Manteca</i>."8. Teach basic salsa steps to the class (Forward /Back & Side Steps).9. A couple of volunteers will perform the rhythms learned in class associated with Latin Jazz on two Conga drums and claves while the rest of the class dances using the salsa steps.		
Closure: (10 minutes) <ul style="list-style-type: none">• As students are lining up, the teacher will clap out rhythms performed in the class and the students will echo clap.		

Required Materials and Equipment:

- **SMART Board**
- **Conga Drums**
- **Claves**
- **Stereo**

Assessment and Follow-Up:

- **Students will recall the rhythms performed in class in small groups through body percussion.**

Resources Used:

- **Audio Recordings**
- **Radio Rockway's Latin Jazz Timeline (Appendix A1)**
- **Chano Pozo Audio Clip (Appendix A2)**
- **Latin Rhythms Reference Chart (Appendix A3)**

Lesson Plan 2

Lesson Title: Writing Lyrics	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. 1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Goals/Learning Targets: <ul style="list-style-type: none">• I can use rhyming when writing lyrics.• I can break down syllables from a preselected verse and insert my own lyrics according to the same syllabic structure.		
Anticipatory Set: (15 minutes) As a class, highlight some of the musical features learned from the song "Adivinalo." <i>(Original lyrics will be translated for the students into English however, the students' version of the lyrics will reflect the same syllabic structure.)</i> Group discussion: What is rhyming? What are syllables?		
Procedures: (30 minutes) <ol style="list-style-type: none">1. On an index card, each student will choose a set of four words that rhyme.2. Underneath each word, students will write how many syllables there are.3. The chorus section of the song will be displayed on the board.4. The class will be divided by the teacher into three or four groups. Each group will be given a sheet of paper.5. Within the group, students in the group will draw a line down the middle of the paper to form two columns. Column A will be entitled: Original lyrics. Column B will be entitled: Our version.6. The students will write the original chorus in column A. Next to each line of the verse, students will write the number of syllables that occur.7. In column B, students will replicate the number of syllables per line but with their own lyrics.8. As the groups are creating new lyrics to the song, the original song will be played in the background on the stereo.		

Closure: (15 minutes)

- Showcase: Towards the end of class, each group will have the opportunity to sing their lyrics with the accompaniment “Adivinalo.”
- Students will turn in their sheet of paper as the line up to exit music class.

Required Materials and Equipment:

- SMART Board
- Index Cards
- Stereo
- Sheet of paper and pencil
- Recordings

Assessment and Follow-Up:

- Teacher observation of student groups as they write lyrics and incorporate rhyming as well as, following the syllabic structure.

Resources Used:

- Audio Recordings: “Adivinalo” by Arsenio Rodriguez (B1).

Lesson Plan 3

Lesson Title: Latin Jazz in the 1960's and 70's	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period. DA.5.H.2.2: Classify a dance performance or repertoire piece by origin, genre, or period.		
Goals/Learning Targets: <ul style="list-style-type: none">• I can compare and contrast Arsenio Rodriguez "Adivinalo" from Tito Puente's famous hit "Oye Como Va."• I can clap out a cha-cha rhythm.• I can dance basic cha-cha steps.		
Anticipatory Set: (10 minutes) Play the song "Oye Como Va" (Song No. 2) on the stereo as students enter the classroom. <i>(Original lyrics will be translated for the students into English. Some adjustments were made from the original lyrics for the sole purpose of the lyric writing exercises.)</i> Group discussion: What instruments could you heard? Were there any "new" sounds compared to "Manteca" and "Adivinalo." Were the lyrics in English, Spanish or both? Can anyone clap out the main rhythm heard throughout the song?		
Procedures: (30 minutes) <ol style="list-style-type: none">1. Learn about Tito Puente and his contributions to the Latin Jazz community.2. Show a brief biography video on the life of Tito Puente.3. Discuss highlights from the video and "Oye Como Va", a song written by Tito Puente 1963, made an impact in the genre of Latin Jazz. Carlos Santana, an extremely talented guitar player, made another version of this song in 1970.4. Play a short video clip of this song performed live by Carlos Santana.5. Group discussion: In Carlos Santana's version, how did the song change?6. Display lyrics on the board and play the first half of the song so that students can follow along.7. The style used in this song is "cha-cha." Students will learn briefly what cha-cha is.8. A cha-cha rhythm will be displayed on the board. The students will clap out the rhythm.9. As a group, students will learn the basic cha-cha step according to the rhythm on the board.10. Students will be given maracas and carry out the rhythm while dancing the basic step.11. Maracas will be collected. The class will perform the basic cha-cha step to the song "Oye Como Va."		

Closure: (20 minutes)

- On a sheet of paper, students will create a Venn diagram. Each student will compare and contrast “Adivinalo” and “Oye Como Va” (1963 version) i.e., tempo, dynamics, instrumentation, etc.
- As the class exits, students will turn in their work to the teacher.

Required Materials and Equipment:

- **SMART Board**
- **Maracas**
- **Stereo**
- **Sheet of paper and pencil**
- **Audio Recordings**
- **Video presentations**

Assessment and Follow-Up:

- **Student Venn Diagrams on the similarities and differences of Latin Jazz music written in the 1940's with Latin Jazz music written in the early 1970's.**

Resources Used:

- **Audio Recordings: “Oye Como Va” by Tito Puente (Appendix C1).**
- **Original Chorus section translated into English (Appendix C2).**
- **Video clip: Interview with Tito Puente (Appendix C3).**
- **Audio clip: Carlos Santana's recording of “Oye Como Va” recorded in 1970 (Appendix C4).**

Lesson Plan 4

Lesson Title: Writing Lyrics	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. LAFS.5.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. 1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Goals/Learning Targets: <ul style="list-style-type: none">I can write lyrics that include onomatopoeias.		
Anticipatory Set: (10 minutes) As a class, highlight some of the musical features learned from the song "Oye Como Va." <i>(Original lyrics will be translated for the students into English however, the students' version of the lyrics will reflect the same syllabic structure.)</i> Group discussion: What is an onomatopoeia? Display on the board some examples. Did "Oye Como Va" have any onomatopoeias? Is the dance and rhythmic style "cha-cha-cha" an onomatopoeia?		
Procedures: (40 minutes) <ol style="list-style-type: none">On an index card, each student will choose four examples of onomatopoeias.Underneath each word, students will write how many syllables there are.The chorus section of the song will be displayed on the board. There will be two columns: Column A will include the original lyrics in Spanish and Column B with the original lyrics translated into English.Students will identify if there is any rhyming and/or onomatopoeias of the chorus section in Column A.Writing lyrics: The class will be divided by the teacher into the original three or four groups. Each group will be given a sheet of paper.Within the group, one student will draw a line down the middle of the paper to form two columns. Column A will be entitled: Original lyrics. Column B will be entitled: Our version.The students will write the original chorus in Column A. Next to each line students will write the number of syllables that occur.In column B, students will replicate the number of syllables per line but using their own choice of words.Each group's composition of lyrics must include rhyming and at least one onomatopoeia.		

Closure:

- Towards the end of class, each group will have the opportunity to sing their lyrics with the accompaniment the “Oye Como Va” instrumental track.
- Students will turn in their sheet of paper as the line up to exit music class.

Required Materials and Equipment:

- **SMART Board**
- **Stereo**
- **Onomatopoeia chart (D1)**
- **Sheets of paper and pencil**

Assessment and Follow-Up:

- **Teacher observation of student groups as they write lyrics. Student work should incorporate rhyming, following the original syllabic structure and onomatopoeias.**

Resources Used:

- **Audio Recording: “Oye Como Va” Instrumental Track (D2)**

Lesson Plan 5

Lesson Title: Latin Jazz in the present day	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period. MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.		
Goals/Learning Targets: <ul style="list-style-type: none">• I can verbally identify a popular, present day Latin Jazz artist.• I can compare and contrast rhythms, tempo, dance movements, orchestration, etc., from the beginning of Latin Jazz to present times.• I can use word pictures in writing lyrics.		
Anticipatory Set: (10 minutes) Play the first thirty seconds of the song and display the lyrics to “Blues in the Night” sung by Maria Rivas (Song No. 3) on the stereo. Display the lyrics of the song “Blues in the Night” sung by Johnny Mercer. A visual comparison of the first verse will be displayed between Maria Rivas and Johnny Mercer’s version. Group discussion: Compare and contrast the original version by Johnny Mercer and Maria Rivas Latin Jazz version. What is the difference in lyrics? What is the difference in instrumentation heard in each style?		
Procedures: (30 minutes) <ol style="list-style-type: none">1. Briefly learn about Maria Rivas, a female Latin Jazz artist of our day through a brief biography video.2. Display “Blues in the Night” sung by Maria Rivas. Are there any “word pictures” or descriptive language?3. Students will volunteer to highlight any <i>word pictures</i> displayed on the board.4. Class discussion: Is there any <i>rhyming</i>? Are there any <i>onomatopoeias</i>?5. Class discussion: A Venn diagram will be written on the board. Students will be able to volunteer by writing within the diagram, similarities and differences from all three songs considered in this unit.6. Writing lyrics:<ul style="list-style-type: none">Students will form into their groups.Each group will write their own lyrics based on the syllabic structure of the first verse and chorus of the original song (the original song's lyrics will be displayed on the SMART board).Each group's composition of lyrics should include rhyming, the same syllabic structure of the original song, onomatopoeias and word pictures.		

Closure: (20 minutes)

- Showcase: Each group will showcase their lyrics accompanied by the instrumental track of the song.
- Each group will turn in their group work to the teacher.

Required Materials and Equipment:

- SMART Board
- Stereo
- Sheet of paper and pencil
- Audio Recordings

Assessment and Follow-Up:

- Group composition of lyrics.

Resources Used:

- Audio Recordings: "Blues in the Night" (Latin Jazz) by Maria Rivas (E1)
- Johnny Mercer "Blues in the Night" lyrics (E2)
- Maria Rivas "Blues in the Night" version (E3)

Lesson Plan 6

Lesson Title: Making a "Music Video Clip"	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.		
Goals/Learning Targets: <ul style="list-style-type: none">I can contribute, within a group, by singing lyrics or acting when performing a music video clip for the class.		
Anticipatory Set: (10 minutes) Play the first verse and chorus of "Blues in the Night" by Maria Rivas (Song No. 3) on the stereo. Group discussion: If the lyrics were accompanied by a silent video, how would you imagine it?		
Procedures: (30 minutes) <ol style="list-style-type: none">Group Assignments: Students will form into their respective groups.Within each group, there will be assigned students to silently "act out" the lyrics as they are sung by the other student(s) in the group.Compositional lyrics from the previous week will be passed out to each group.Groups will put together a live performance of their lyrics. Students will choose from within their group, actors to perform in front of the class a short clip of a music video based on the lyrics they have written.Teacher will guide and assist each group throughout the class period.		
Closure: (20 minutes) <ul style="list-style-type: none">Showcase: Each group will showcase their "music video clip."		
Required Materials and Equipment: <ul style="list-style-type: none">StereoComposition of lyrics for Song No. 3.Audio Recordings		
Assessment and Follow-Up: <ul style="list-style-type: none">Group performance of music video		

Resources Used:

- **Audio Recordings: “Blues in the Night” by Maria Rivas.**

Lesson Plan 7

Lesson Title: Final Group Composition	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.		
Goals/Learning Targets: <ul style="list-style-type: none">I can explain the history of the radio and how radio stations have evolved.		
Anticipatory Set: (10 minutes) As students enter music class, sound clips of old fashioned radio stations from the 1940's will be playing in the background. <i>What did radio stations sound like when early Latin Jazz became popular (1940's and 1950's)?</i> A three-minute video will be shown to students about the history of the radio and how music stations were introduced on the radio. Group discussion: Based on what was heard, how has radio evolved to what we know today? <i>**Since each 5th grade class is considered a "radio station," the class will come up with a name for their station.**</i>		
Procedures: (30 minutes) <ol style="list-style-type: none">Students will break into their original groups.Groups will be assigned to refine the lyrics to one of the three songs worked on throughout the unit.With the guided assistance of the teacher, student groups will refine their lyrics (first verse and chorus). Students will have the option to include percussion instruments to accompany the performance of the lyrics.Radio Commercial: Each group will also create a 15-20 second radio commercial or jingle in preparation of the "Rockway Radio" broadcast.Disc Jockeys:<ul style="list-style-type: none">The teacher will choose two DJ's from each class to host and introduce each group's Latin Jazz song.During this lesson, DJ's will have access to a computer to research a few facts about the following: The Latin Jazz artist being considered, the song itself and/or what occurred in the world around us when the original song was created.Both DJ's will write a script that introduces each group and the group's commercial.		

Closure: (20 minutes)

- Showcase: Each group will showcase their composition of lyrics with the instrumental track played in the background.

Required Materials and Equipment:

- Stereo
- Composition of lyrics for Song No. 3.
- Audio Recordings
- Computer
- Video presentations

Assessment and Follow-Up:

- Showcases of group performances

Resources Used:

- Audio Recordings: Instrumental tracks to Songs No. 1, 2 or 3.
- "Rock and Roll Hall of Fame" video presentation: "History of the Radio" (F1)

Lesson Plan 8

Lesson Title: "Mock Performance"	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.		
Goals/Learning Targets: <ul style="list-style-type: none">I can create a "catchy" radio commercial or jingle.		
Anticipatory Set: (15 minutes) Each group will work on the 15-20 second commercial or jingle.		
Procedures: (15 minutes) <ol style="list-style-type: none">Groups will make any final touches on their composition lyrics.DJ's will also be making any final touches on their scripts.		
Closure: (30 minutes) <ul style="list-style-type: none">Mock Performance: The class will perform a "run-through" of the radio broadcast.		
Required Materials and Equipment: <ul style="list-style-type: none">StereoGroup compositions of lyricsAudio Recordings		
Assessment and Follow-Up: <ul style="list-style-type: none">Showcases of group performances		
Resources Used: <ul style="list-style-type: none">Audio Recordings: Instrumental tracks to Songs No. 1, 2 or 3.		

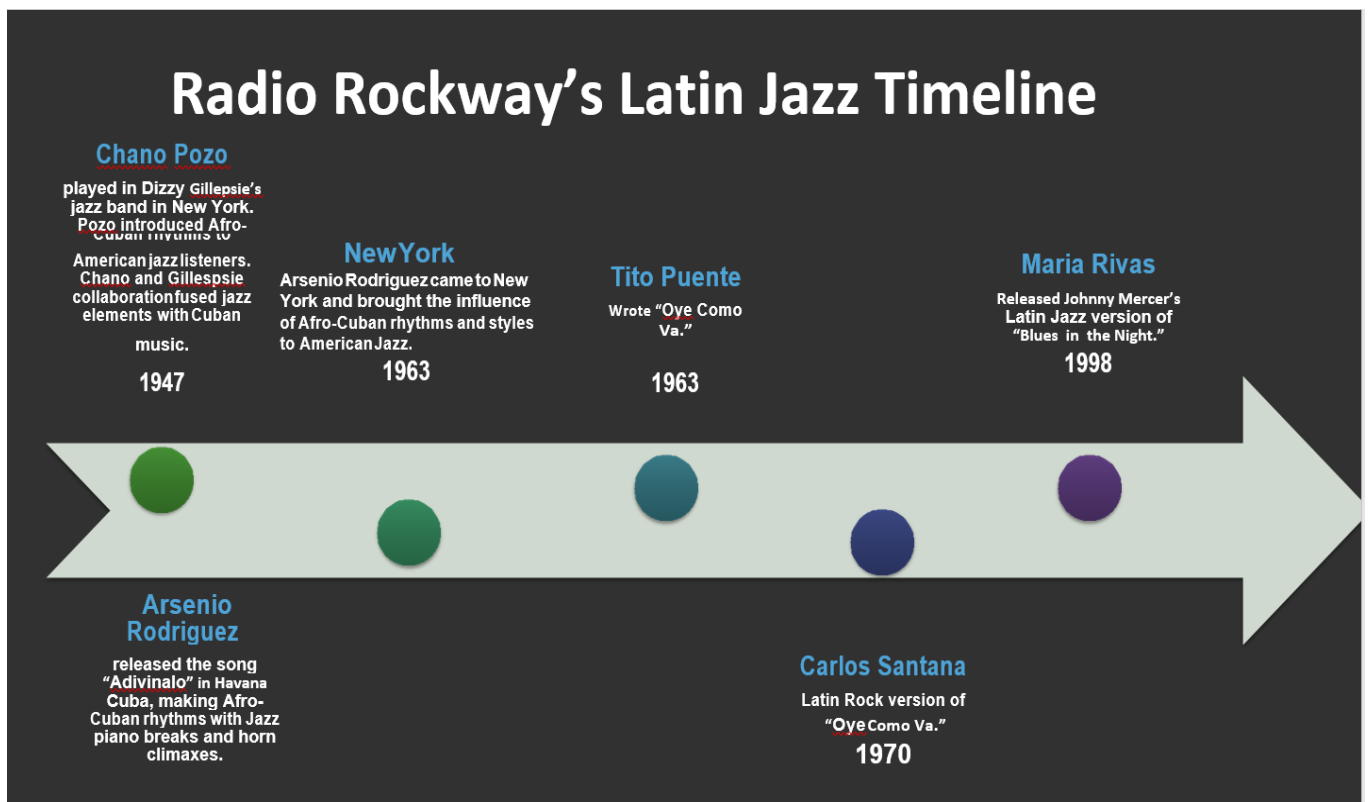
Lesson Plan 9

Lesson Title: "Rockway Radio Broadcast"	Unit: Radio Rockway	Grade: 5th
Standards: MU.5.F.1.1: Create a performance using, visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.		
Goals/Learning Targets: <ul style="list-style-type: none">I can participate in our classroom radio broadcast program.		
Anticipatory Set: (10 minutes) Each group will practice their abbreviated song and radio commercial or jingle. The program order will be written on the board. Each group will be designated a certain area in the classroom and will wait until it is their turn to perform.		
Procedures: (45 minutes) 1. With the school's vocal studio pack, the class' entire radio program will be recorded.		
Closure: (5 minutes) <ul style="list-style-type: none">Group discussion: Students share what they felt was the best feature of their performance and if there was anything they could have changed, what would it be?		
Required Materials and Equipment: <ul style="list-style-type: none">StereoGroup compositions of lyricsAudio RecordingsStudio Pack (school owned recording equipment)		
Assessment and Follow-Up: <ul style="list-style-type: none">Recording of Rockway Radio Broadcast.In the following music class, students will listen to the compilations of all three, 5th grade radio stations.		
Resources Used: <ul style="list-style-type: none">Audio Recordings: Instrumental tracks to Songs No. 1, 2 or 3.		

Appendix

A1

Radio Rockway Latin Jazz Timeline



A2

**Audio Clip: Chano Pozo “Manteca”
(Digital Reference from the FIU Diaz-Ayala
Collection)**

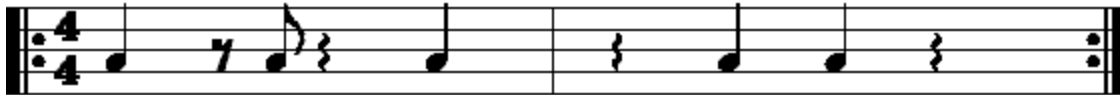
**[http://dpanther.fiu.edu/dpService/dpPurlService/
purl/FIDA002597/00001](http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIDA002597/00001)**

A3

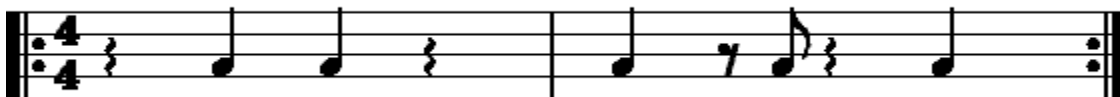
Latin Jazz Rhythms

3 - 2 son clave

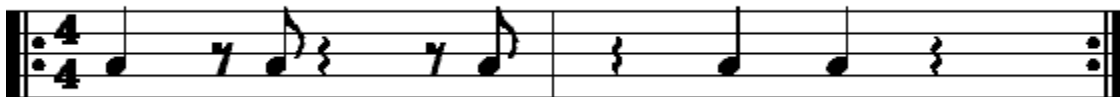
The clave is the backbone of Latin music. The son [clave](#) is named for its use in [son](#) music.



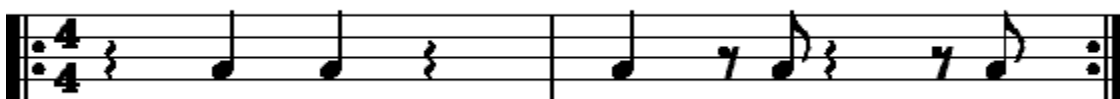
2 - 3 son clave



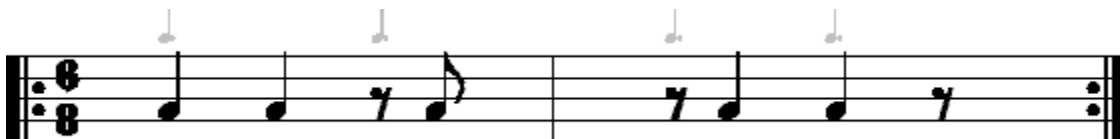
3 - 2 rumba clave



2 - 3 rumba clave



6/8 clave



B1

**Audio Clip: Arsenio Rodriguez “Adivinalo”
(Digital Reference from the FIU Diaz-Ayala
Collection)**

**[http://dpanther.fiu.edu/dpService/dpPurlService/
purl/FIDA002597/00001](http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIDA002597/00001)**

C1

**Audio Clip: Tito Puente “Oye Como Va”
(Digital reference from the FIU Diaz-Ayala
Collection)**

**[http://dpanther.fiu.edu/dpService/dpPurlService/
purl/FIDA031172/00001](http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIDA031172/00001)**

C2

Oye Como Va Translation



Oye Como Va

Listen how it goes

Oye como va
Mi ritmo
Bueno pa gozar
Milagro*

*Listen how it goes,
my rhythm
It's good for having fun,
Miracle**

**Lyrics have been modified solely for the purpose of this assignment*

C3

Video Clip: Interview with Tito Puente



C4

**Video Clip: Carlos Santana Version of
“Oye Como Va”**



Onomatopoeia Chart

Onomatopoeia

When sounds are
put into word form

For example:

vroom vroom

kapow!

woops

boom!

woof woof

baaaaaaaa

honk

hiss

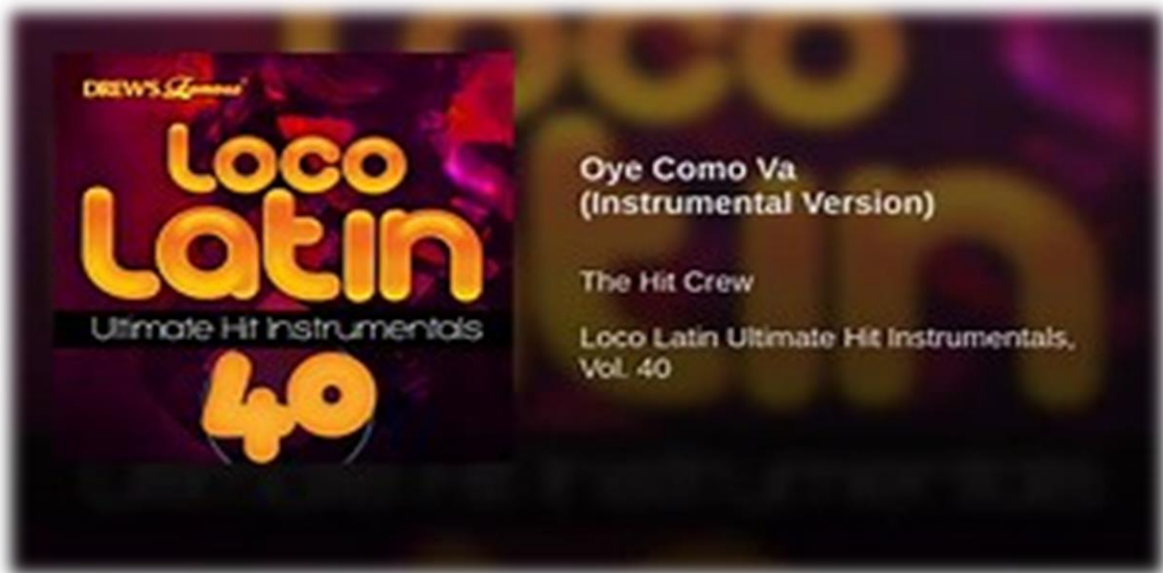
screech



Ask yourself:
Does that word imitate a sound?

D2

**Audio Clip: “Oye Como Va”
(Instrumental Version)**



E1

**Audio Clip: Maria Rivas Version of
“Blues in the Night”**



E2

Johnny Mercer "Blues in the Night" Lyrics

My mama done tol' me,
When I was in knee pants,
My mama done tol' me, Son!
A woman'll sweet talk
And give ya the big eye;
But when the sweet talkin's done,
A woman's a two face
A worrisome thing
Who'll leave you to sing
The blues in the night

E3

**Maria Rivas Version of
"Blues in the Night" Lyrics**

My mama done tol' me,
When I was in bloomers
My mama done tol' me,
She said, Daughter!
A man's will sweet talk
And give ya the glad eye,
But when the sweet talkin's done
A man is a two-face,
A worrisome thing who'll leave ya to sing
The blues in the night"

F1

Video Clip: History of the Radio



Sample Rubrics

High School

Song writing assignment requirements:

Title (3 points)

- Creative
- Relates to meaning of the song
- Repeats in the chorus at least once, maybe two or three times

Structure (6 points)

- Has at least two verses
- Has a chorus that repeats at least twice
- Has a bridge

Verses (6 points)

- Follow a similar rhyme and rhythmic pattern
- Create a song with meaning

Chorus (6 points)

- Emphasizes meaning of song
- Repeats song title at least once

Bridge (3 points)

- Contains different rhyme scheme and rhythm than the verse/chorus
- Takes song in a new direction and/or adds new meaning to the song

Creativity and self-expression (10 points)

- Song is meaningful and interesting
- Song creates a mood and creates emotion

Middle School

Songwriting Workshop: Assessment Rubric- Original Song

Criteria	Novice 5.25	Apprentice 5.50	Capable 5.75	Skilled 6.00	Expert 6.25
Lyrics	<p>Beginnings of a good song: Same effective lyrics with some structure.</p> <p>Some beginnings of form evident: Verse, Chorus and other sections evident.</p>	<p>Good song: Chorus and verses lyrics are suitable to the style and have an effective structure.</p> <p>Good Form: Use of Chorus and Verse; lyrics make sense and have structural organization.</p>	<p>Very Good Song: Good use of repetition in lyrics; some catchy lyrical hooks; good use of rhyme; lyrics fir the song style.</p> <p>Very Good Form: Verse has interesting, informative and original content.</p>	<p>Great Song: Memorable lyrical hook; excellent use of rhyme; lyrics are catchy, includes repetition and is easy to sing; emotion included; emerging voice eminent. Great form: planning, drafting, and editing lyrical content evident. All sections are carefully crafted.</p>	<p>Hit Song Material: Excellent use of lyrical hook and repetition; excellent use of rhyme schemes; lyrics are emotive and send a dear message; good control of voice eminent. Word smith: Planning, drafting, and editing lyrical content evident. All actions are extremely well crafted.</p>
Melody	<p>Barely Singable: Not completely linked or doesn't fit the chords well. Doesn't flow as well and needs more structural organization.</p>	<p>Somewhat Singable: In key; sometimes fits the chords; some good use of rhythm; sections flow reasonably well together.</p>	<p>Quite Singable: In key and some of it is catchy. Melody notes fit the chords with good rhythm; sections flow well together.</p>	<p>Very Singable: Phrases have good contour; all notes and chords fit the key structure; effective use of rhythms to bring out important words; catchy riffs used; verses flow into the pre-chorus and pre-chorus with careful crafting.</p>	<p>Professional: Phrases have excellent contour and enhance the lyrical and enhance the lyrical content. Excellent use of rhythms to emphasize important words. All pitches match the chord progression; catchy melodic riff is evident throughout the piece. Verse melody is carefully crafted to lead into a pre-chorus melody; Chorus contains catchy melodic content. Contains fresh ideas in the bridge.</p>

Elementary School

Criteria	Exceeded Expectations 4 pts	Met most Expectations 3 pts	Met some Expectations 2 pts	Did not meet Expectations 1 pts
Lyrics	Original student lyrics incorporate at least three literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics incorporated two literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics incorporated one literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.	Original student lyrics <i>did not</i> incorporate literary devices (i.e., onomatopoeia, rhythm & rhyme, imagery, etc.) within their lyrics.
Rhythmic Syllables	Student lyrics reflect the <i>exact</i> rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics reflect the <i>most</i> rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics reflect <i>some</i> of the rhythmic syllabic structure as the original Latin Jazz piece.	Student lyrics <i>does not</i> reflect the same rhythmic syllabic structure as the original Latin Jazz piece.
Performance	Group performance reflects collaboration of <i>all</i> students in the group.	Group performance reflects collaboration of <i>most</i> students in the group.	Group performance reflects collaboration of very few students in the group.	Group did not perform the student lyrics.

Total: _____

Grading Scale:

11-12 = A

7-8 = C

9-10 = B

5-6 = D

0-4 = F

Created and used for this unit by Odalys Cordero

References

Mapalo, Emilyn, Songwriting Assessment Rubric [Slideshare] Retrieved August 6, 2015 from <https://www.slideshare.net/EmilynMapalo/songwriting-workshop-assessment-rubric-51342259>

Satterthwaite, Rod (2012, September). Songwriting Assignment. Retrieved May 4, 2017, from <http://mrsatt.com>

**For more information on
Johnny Mercer, Lesson Plans, and Activity Guides:**
www.johnnymercerfoundation.org

For additional resources on Johnny Mercer and Popular Music:
Special Collections & Archives
Georgia State University Library
Phone: (404) 413-2880
E-Mail: archives@gsu.edu
<https://library.gsu.edu/special-collections/>

For additional resources on Latin American Popular Music:
Diaz-Ayala Cuba and Latin American Popular Music Collection
Florida International University
Phone: (305) 348-2412
<https://latinpop.fiu.edu/>