

# Music Appreciation through Gamification: Connecting and Responding

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Abigail S. Blair & Kathryn Finch  
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## National Core Arts Standards

### Responding (NCAS 7-9)

- Take the students' perspective: student choice
- Gradual release over musical development
- Action words: choose, analyze, support.
- Not every musical experience needs to be performed and not all music is intended for an audience.

### Connecting (NCAS 10-11)

- Intentionally open-ended
- Not based on grade level
- Action words: synthesize, relate, deepen
- Allowing time for student creative extensions and connections

**genre > hook > structure > discovery**

## How to Gamify

choose a **genre** > create a **hook** > choose a game show **structure** > let **discovery** happen

- Favorite tech tools:
  - [plickers.com](http://plickers.com)
  - [edpuzzle.com](http://edpuzzle.com)
  - [youtube.com](http://youtube.com)
- Powerpoint or Keynote
- Check our website for templates



## Jazz Idol

American Idol format: voting off contestants in multiple round. In each round, we get to know the contestants better. Use [plickers.com](https://plickers.com) for easy voting.

**Jazz Idol Playlist:** <https://tinyurl.com/JazzIdolPlaylist>

**Round 1:** Getting to know the contestants. Ask students to set criteria by discussing "how will you know which one to pick?" *You will like the sound of their music, you will have a connection to their instrument, you will feel an attachment.* Listen to examples of the masters and learn basic facts such as hometown, instruments played. Bottom two contestants are eliminated.

**Round 2:** Trivia. Review criteria. Quiz students on each remaining contestant's facts. They won't know the answers, so it's all a chance guessing game. Vote again. Bottom contestant is eliminated. Visit our website for recommended fact links.

**Round 3:** Live Performances. Review criteria. Watch youtube videos of each finalist. Bottom contestant is eliminated. Visit the Jazz Idol youtube playlist for recommended videos.

**Round 4:** The Finale. Review criteria. Read a biographical book about the top two contestants.

Musician	Instrument(s)	Suggested listening examples	Suggested Biography
Louis Armstrong	trumpet, voice	"La Vie En Rose" "What a Wonderful World"	If I Only Had a Horn by Roxanne Orgill ISBN-13: 978-0618250769
Ella Fitzgerald	voice	"A Tisket a Tasket" or "Lady Be Good"	Ella Fitzgerald: The Tale of a Vocal Virtuoso by Andrea Pinkney ISBN-13: 978-0786814169
John Coltrane	saxophone	"Giant Steps"	Before John Was a Jazz Giant by Carole Boston Weatherford ISBN-13: 978-0805079944
Duke Ellington	composer, band leader, piano	"It Don't Mean a Thing"	Duke Ellington: The Piano Prince and His Orchestra by Andrea Pinkney ISBN-13: 978-0786814206
Billie Holiday	voice	"Stormy Weather"	Mister and Lady Day by Amy Novesky ISBN-13: 978-0544809055
Dave Brubeck	composer, band leader, piano	"Take Five"	none available yet! Please write one! Check <a href="http://DaveBrubeck.com">DaveBrubeck.com</a> for more facts.

## World's Got Talent

*America's Got Talent format: "Audition" several musical acts from each continent and vote for a representative from each. Use [plickers.com](https://plickers.com) for easy voting. When each continent is represented, create a final show where students are no longer the judges - the rest of the school is! Students can share why their favorite should get a vote, but then the vote is up to the "world" to decide.*

**Youtube playlist:** <https://tinyurl.com/worldsgottalent>

**Edpuzzle playlist:**

**Phase 1: South America** Explain the setup of the game. Students create criteria for what to look for in a group: *skill, cultural representation, entertainment value, etc.* Print the class' criteria to revisit during each phase. Once student develop their own criteria, they are ready to advance to a continent. Read about each performing group, then watch the video of each. Use the World's Got Talent youtube playlist for suggested performances. Use [plickers.com](https://plickers.com) to vote for a representative.

**Phase 2: Africa** Review criteria. Repeat Stage 1 but ask students read blind facts about performers and then match which group they belong to.

**Phase 3: Europe** Review criteria. Watch videos of each performer with facts mixed into the video. Try [edpuzzle.com](https://edpuzzle.com) to deliver facts and make it interactive on their own or as a class.

**STAGE 4: ASIA:** Identical to stage 1.

**STAGE 5: OCEANIA:** Identical to stage 2.

**STAGE 6: NORTH AMERICA:** Identical to stage 3.

**FINALE:** Final videos are compiled and shown to students representing each country selected for the final. Students identify their top choices, then meet and create bullet points on why people should vote for that group based on their criteria. Students can research more if needed or ask to see past readings/facts to persuade the audience to vote for their choice.

**GRAND FINALE:** Videos and bullet points made by students are presented to an outside audience (parents, staff, other students) who watch and cast their votes to rank the performers 1st place to 6th place. Results are revealed to audience and students.

<b>Continent</b>	<b>Country represented</b>	<b>Genre/style</b>
<b>North America</b>	USA	Drum line
	Jamaica	Steel drums
	Cuba	Salsa
	Mexico	Mariachi
<b>South America</b>	Brazil	Samba
	Argentina	Tango
	Ecuador	panpipes
	Paraguay	Trash orchestra
<b>Europe</b>	England	May Pole Dance
	Russia	Men's Choir
	Switzerland	Yodeling
	Spain	Flamenco dance and guitar
<b>Africa</b>	Mali	World fusion
	Zimbabwe	Marimba
	South Africa	Gum boot dancers
	Egypt	Ancient Egyptian music
<b>Asia</b>	Korea	Drum Dance
	Philippines	Tinikling
	Pakistan	Tabla
	India	Dandiya
	Mongolia	Throat singing/overtones
<b>Oceania</b>	Australia	Digeridoo
	Australia	Bush Ballad
	Samoa	Haka War Dance
	Tonga	FanguFangu nose flute