Making A Soundtrack for Lord of The Flies

Grade Level: 9-12   Subject: Music Conveyance in Literature

Overview & Purpose of the Lesson	Education Standards Addressed
- Create a movie soundtrack for "Lord of The Flies" (or any book) using songs from today to express character motivations, underscoring events, etc. - Demonstrate understanding for how music influences certain feelings while reading literature/watching an adaptation - Analyze how song lyrics can tie into specific events/character emotions that go unspoken in a piece of text	CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. MU:Cn11.0.C.HSI Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **PC:** Relate musical ideas and works to varied contexts and daily life to deepen understanding.

	Teacher Guide	Student Guide	
Objectives/ Essential Question (Main Ideas, Overview)	• What kind of emotional impact does music provide in certain situations/events? • How can a song's lyrics highlight nonverbal communication in a character's head or between characters?	• What kind of emotional impact does music provide in certain situations events? • How can a song's lyrics highlight nonverbal communication in a character's head or between characters?	**Resource Materials** - "Lord of the Flies" - Notes - Blank CD Cases - Craft supplies (Glue, Colored Pencils) - Paper - Laptops for Music
Introduction (Prior Knowledge, Warm-up)	• Video clips prepared of movies that use music to emphasize a certain feeling or event (Ex. Gatsby "Little Party") • Play popular songs and ask students to describe how they felt listening to them	• Think of a movie they have seen recently and describe what they felt watching a certain scene with background music.	
Information (Key Info, Vocab, Facts/Figures)	• Has kept up with the source material and has clear takeaways and themes to impart on the students	• Incorporated into larger unit about the book, students will have read it in its entirety and taken notes on Themes/Characters/Motifs	**Essential Vocabulary** - Motif - Theme - Symbols - Vocabulary present in the novel

Verification/ Understanding (Check for Comprehension)	• PowerPoint/Other Visual Tool Discussing characters, motifs, events	• Informal Socratic Seminar discussing any questions they had with themselves guided by the teacher	**Accommodations**
Activity (Assess What Was Learned/Expand)	• Assist Students in their CD Activity, guide their song selections to fit the novel if needed. • Put students back on track/assist them with technology if necessary.	• Design a CD Cover to fit the overall Theme/Tone/Style of the Novel. • Make a Track list with 5 popular songs and list them on the back of the CD case. • On a separate sheet of paper, describe in detail why they picked each song and how it pertains to the novel as a whole. The songs should be in chronological order based on the events of the book.	
Summary/ Assessment (Re-eval, Talk Back)	• Formulate a rubric that grades the students on creativity, accuracy, and relevance to the novel.	• Self and Peer Evaluations and Talk-Backs with each other and share what inspired them, how their project fits the novel, etc.	**Additional Notes/ Extra Credit**

Assessment Rubric

	0	1	2	3	4
CD Case Design	CD Case is not included in the final project.	CD Case is present but disorganized, little to no effort was put in/no design reminiscent of the novel.	CD Case has some effort put into it and shows some sound design choices that tie into the novel.	CD Case looks mostly neat and organized with clear effort, most design choices align with the novel.	CD Case is done with clear attention to detail and all design aspects align with themes/symbols/ motifs from the novel.
Connection of Track List to Novel	The Track List is not included in the final project.	The Track List is present but contains little to no connections to the novel.	Connections to the novel are present but done with little effort and detail in each explanation.	Most of the Song Connections to the novel are clear and concise, with a few errors or not enough sufficient evidence.	ALL Connections are clear, concise, and contain sufficient evidence to support the song being on the Track List.
Comprehension of the Source Material	No evidence of Comprehension of the source material is shown in the project.	Little evidence of comprehension the source material with some basic, poorly thought-out connections	Some evidence of comprehension, though many ideas are backed with little evidence.	Student shows comprehension in most of the assignment and is in line with the messages and themes taught in class, only a few errors or not enough detail.	The assignment accurately shows the student's full comprehension with messages and themes from the novel with much detail.
Creativity	No evidence of creative thought, project seems uninspired.	Little creative elements, done with little thought or care for the assignment.	Some creative elements, however, there is nothing truly unique about it, the student has not reached their creative potential.	The student is close to reaching their creative potential, but there is no evidence of going above and beyond,	Student has gone above and beyond with their creativity, shows clear thought and care to the assignment.
Overall Project Assessment	/0	/4	/8	/12	/16