

Group Presentation

The Radio Hour

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What is the Radio Hour?

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The Radio Hour is a portfolio-based curriculum that integrates research, technology, creative writing, improvisation, movement and visual music analysis to produce an authentic radio broadcast connecting Jazz Music with National and World Events. During the development of your broadcast you will advertise a sponsor, interview famous jazz artists, reporting breaking news, and play the hottest sounds of the day.

Interviewing a Celebrity

What would you like your audience to know about a musician's life? How would you keep your radio audience interested? You will research a musician's life, education, skills, successes and failures. Then you will transcribe these facts into a live broadcast interview.

Elements of a radio show

Besides music, what kinds of things do you hear on the radio? You're right! News, sports and commercials. These are all part of any radio broadcast. You will research the events that helped shape history and the music-makers of that time. You will become reporters in search of the latest breaking news, and put it out over the airwaves to your radio audience

Individual Responsibilities and Grading

Each student is responsible for his or her own individual research packet. The most exciting part of the project, the radio show, can only be rewarding when each individual contributes to the final project. Working together in small groups can enhance the creative process. These groups give you the opportunity to learn from each other. Once you have collected all the necessary elements for the radio presentation you have to work together to plan the order of events on the radio time sheet and write a script of everything that will be said on the show.

On your Broadcast rubric, you will see a breakdown of the areas for grading. These rubrics include use of music, news content, flow, authenticity, and showmanship. Try adding terms from the era you are reporting from. Look for key phrases, fads, and commonplace beliefs of the day. No one can stop you from reinventing a new dance step, talking with the president of a nation on the verge of war, or being there when the astronauts get off the shuttle. Radio is not for the timid. History was surprising, exciting, and educational and the best part is that Jazz was there for it all!

The Radio Hour

(Presentation Project)

What knowledge, concepts and skills will be assessed?

- How to listen to Jazz, describing skills of the musicians and style characteristics.
- How to gather, evaluate, organize and present information as a reporter.
- How to work with others to create and present a radio show.

What will demonstrate success?

- Production of an 8 -10 minute radio show devoted to Jazz
- Credits at the end of the Radio Hour (citing sources, etc)
- Completion of your portfolio packet while meeting criteria based on supplied rubrics.

Each student will complete a production packet that includes:

- Biographical research / Interview worksheet
- National News broadcast
- International News broadcast
- One Sports or Social Event broadcast
- One Commercial Broadcast

The "Radio Hour" show will include: (Based on two students per group)

- A scripted radio program from introduction to sign off
- The theme must be from a Jazz Era (between 1900 - 1980)
- Audio clips from the work of important jazz musicians
- Six News breaks and/or announcements (history and culture)
- An interview with two musicians from the period.
- Two commercials or advertisements for a concert, play, product

Time Sheet

Plan your show here!

Person	Description	CD Track	Unit time	Total time
	Introduction			
				Closing
comments				
	Works Cited			

Broadcast check off list

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Introduction | <input type="checkbox"/> National 1 | <input type="checkbox"/> Social/Sports 2 |
| <input type="checkbox"/> Interview 1 | <input type="checkbox"/> National 2 | <input type="checkbox"/> Commercial 1 |
| <input type="checkbox"/> Interview 2 | <input type="checkbox"/> International 1 | <input type="checkbox"/> Commercial 2 |
| <input type="checkbox"/> Music 1 | <input type="checkbox"/> International 2 | <input type="checkbox"/> Closer |
| <input type="checkbox"/> Music 2 | <input type="checkbox"/> Social/Sports 1 | <input type="checkbox"/> Works Cited |

Radio Show Planner

Introduction

Introduction Song _____

Welcome to the _____ show

Sponsored by _____ and _____

Today on this show we will be speaking with(Guests) _____

Additional comments : (Talk about the news briefs and social events)

Stay tuned for the latest breaking news on . . . _____

Closing

“Well, that about wraps up another Radio Hour with yours Hosts _____ and _____

Stay tuned for further updates on _____

Credits: “Materials used to produce this broadcast include:”

Biographical Research & Interview

1. Personal Information

Full Name _____ Nick name _____

Birth _____ Death _____

Instrument(s), Occupations _____

Era(s) _____ Styles _____

2. Musical Information (2-3 Complete Sentences for each question)

Musical Training / Education (Where? When? With whom?)

Who was a key influence of this performer? How was he/she the influenced?

What were some of the key elements that made this person an innovator of jazz?

Tell he /she get their big break, nickname or another great story?

3. Works Cited (Use the MLA format. Samples provided in the appendix)

a) Reference Book _____

b) Internet Source _____

c) Other Media (magazines) _____

d) Other Media (CD covers) _____

Biographical Interview

Directions: Using the information you have collected from your research, script a one minute, interesting, and informative interview with your musician.

Introduction: Today I have the privilege of talking with: _____

Who is known for _____

Give an outline of your guest's life: (childhood, travels, accomplishments)

Use all the facts from your research that you didn't use in your questions.

Highlight at least two facts for each question that were used from your research.

Interviewer Question #1: _____

Answer: _____

Interviewer Question #2: _____

Answer: _____

National News

Directions: Identify the three W's of an event that was significant in the time of your show. Research the event through timeline books, encyclopedias, and research databases. Write down three to five facts about the event using complete sentences. Script a 30-45 second broadcast for your show.

What - _____

Where _____ When _____

3-5 Facts (Write in complete sentences)

1) _____

2) _____

3) _____

4) _____

5) _____

Broadcast to be read: “And now the news” or “Flash, this just in to our newsroom”.

Work Cited:

Note: Follow the rubric in the appendix (page 115)

International News

Directions: Identify the three W's of an event that was significant in the time of your show. Research the event through timeline books, encyclopedias, and research databases. Write down three to five facts about the event using complete sentences. Script a 30-45 second broadcast for your show.

What - _____

Where _____ When _____

3-5 Facts (Write in complete sentences)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Broadcast to be read: “And now the news” or “Flash, this just in to our newsroom”.

Work Cited:

Note: Follow the rubric in the appendix (page 115)

Social / Sports News

Directions: Identify the three W's of an event that was significant in the time of your show. Research the event through timeline books, encyclopedias, and research databases. Write down three to five facts about the event using complete sentences. Script a 30-45 second broadcast for your show.

What - _____

Where _____ When _____

3-5 Facts (Write in complete sentences)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Broadcast to be read: "And now the news" or "Flash, this just in to our newsroom".

Work Cited:

Note: Follow the rubric in the appendix (page 115)

Sponsor Commercial

Directions: Research a product in use during the time of your broadcast. How was it advertised? Who was the advertising aimed at? How can you sell this product on the radio? Script an entertaining 30 second commercial aimed at your listening audience.

Product _____

Target Group - Gender _____ Age group (12 – 18) (20 – 30) (30 – 40) (40 – 50) (50+)

Gimmick / Slogan _____

Background Music - Title _____ Track # _____ Start _____

Why was this music selected ? _____

3-5 Facts (Write in complete sentences)

1) _____

2) _____

3) _____

4) _____

5) _____

Broadcast to be read

And now, a word from our sponsor: _____

Work Cited: _____

Note: Follow the rubric in the appendix (page 115)

Radio Hour Show Rubrics

News Broadcast Worksheet Rubric (Interview, National, International, Social/Sports)

Description	0-4	5-9	10-13	14-17	18-20
3 W's	Nothing or 1 W Stated poorly	1-2 W's stated poorly	2-3 incomplete W's stated poorly	2-3 complete W's	2-3 complete W's neatly and clearly
Facts	1 Fact stated in a complete sentence	2 facts stated complete sentences	3 facts stated in complete sentences	4 facts stated in complete sentences	5 facts stated in complete sentences
broadcast	One fact in your own words	Two fact in your own words	Three facts in your own words	Four facts in your own words	Five facts in your own words
Broadcast Length	0-5 seconds	5 - 9 seconds	10 – 15 seconds	16 – 22 seconds	23 – 30 seconds
Works cited	Nothing	Author	Author, Source,	Author, Source, Publisher,	Author, Source, Publisher, Year,

Commercial Sponsor Worksheet Rubric

Description	0-4	5-9	10-13	14-17	18-20
3 W's	Nothing or 1 W Stated poorly	1-2 W's stated poorly	2-3 incomplete W's stated poorly	2-3 complete W's	2-3 complete W's neatly and clearly
Facts	1 Fact stated in a complete sentence	2 facts stated complete sentences	3 facts stated in complete sentences	4 facts stated in complete sentences	5 facts stated in complete sentences
Rewrite	One fact in your own words	Two fact in your own words	Three facts in your own words	Four facts in your own words	Five facts in your own words
Commercial Length	0-5 seconds	5 - 9 seconds	10 – 15 seconds	16 – 22 seconds	23 – 30 seconds
Music	Nothing	Does not fit the product	Fits the product Does not flow with commercial text	Music and Text fit well	Self composed Jingle performed

Group Presentation – The Radio Hour Rubric

Description	0 - 4	5 - 9	10 - 14	15 - 17	18 - 20
Music	No Music	Introduction and Closing	Artist examples	commercials	Music fits the show theme
News Content	0–1 broadcasts	2-3 broadcasts	4-5 broadcasts	6 or more broadcasts	Broadcasts are factual and relevant
Flow	Lost pages Not serious	Lost pages No script	Incomplete script	Script followed as written	Script followed with precision
Authenticity	4 unrelated references	3 unrelated references	2 unrelated references	1 unrelated reference	All references Are relevant
Performmance	0–1 broadcasts show confidence	2-3 broadcasts show confidence	4-5 broadcasts show confidence	6 + broadcasts show confidence	Entire show is Lively and entertaining

Lesson Plan #16 – Becoming a Reporter

- Objective:** The student will create an accurate account of an historical event to present as part of his/her radio broadcast.
- Motivation:** The student will find facts and report them as if they were there at the scene of the event. They have to make the report exciting, moving, emotional. The success of the broadcasts sometimes means the success of the final project.
- Materials:** Student workbook pages 82-84
Scrap paper for a rough draft
Text “Children’s History of the 20th Century” (see bibliography)
Or other history book
- Procedure:** Play the recordings of President Roosevelt, Goodman Swing School, Pepsi
Discuss the attributes of each broadcast
Have the students find an event to research
Fill in the What / Where / When of the event
Write 3 – 5 facts of the event in complete sentences
(using complete sentences in fact-finding will help in writing a better broadcast)
Using the facts of the event, tell their partner about the event from memory
Have the partner write down the broadcast as their partner describes the event
Give the description back to the “Reporter” to finish the final draft
- Closing summary:** The students should have at “Real Life” effect for the broadcast. It should not sound like a history book! The students should practice reading their broadcast a number of times to get the flow.
- Assessment:** You are looking for a factual, well-read broadcast. Each broadcast should be no less than 30 seconds and no more than 45 seconds. These broadcasts should be short and to the point. No rambling, watch for pronunciation of key names and places.

Lesson Plan #18 – Creating a radio-show

Introduction and Closer

- Objective:** The student will create an authentic opening set and closing comments for their radio broadcast.
- Motivation:** The student will need to embrace the excitement of being “On the Air”. No morning show DJ got very far without creating a “personality” that the audience and relate to. No audience, no sponsor. No sponsor, no show. No show, no job!
- Materials:** Student workbook page 79
Paper for rough draft
Recording of “Benny Goodman’s Swing School”
- Procedure:** Play track of Benny Goodman’s Swing School
List on the board all the elements of this introduction
(Music, announcer, title, stars, features, sponsor)
Have the students model their introduction after the sample
The closer should be a recap of the broadcast and work cited
- Closing summary:** The students should have a number of practices for this part of the broadcast
The opener sets the tone for the rest of the show
- Assessment:** You are looking for an opening that sets the pace for the show. The intro should be quick, accurate and well rehearsed. The closer should wrap up any loose ends and bring closer to the broadcast by thanking the guests on the show as well as restating the sponsor and the jingle. This must be followed by the work cited to reinforce the research aspect to the student.