**TIC TAC TOE MENU**

**(History of Blues, Jazz, and Rock ‘n Roll)**

To assess your learning on what we have covered in Music History thus far, you will complete the following:

Choose activities below in the tic-tac-toe design. When you feel you have completed the **activities in a row- horizontally, vertically, or diagonally- or in 4 corners,** you may decide to be ﬁnished or you may decide to keep going and do more activities!

1. Star the activities you plan to complete.

2. Make a plan as to how and when you will complete each activity.

3. When you are ready to share your learning, set up a share session with Mrs. Curtis.

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| **COLLECT**  Stats, facts, quotes on a topic or theme from this unit and create a collage. | **DESIGN and CREATE**  A set(3) of trading cards of historical music figures from this unit. Be sure to include their significance to the development of their practiced music style. | **DRAW, PAINT, SCULPT**  Something that reflects what you have learned. | **JUDGE**  Downloading Music  Two different viewpoints about illegally downloading music. |
| **DEVELOP**  A Facebook profile for a historical music figure. | **COMPOSE**  A song, using Mixcraft software, in the style of Blues, Jazz, or Rock ‘n Roll. | **GRAPH**  Results from a survey that you conduct, on some aspect of this unit. | **CREATE**  An original poem, song, dance, artistic creation reflecting something that you have learned from this unit. |
| **DRAMATIZE**  Something to show what you have learned. | **SURVEY**  Others to learn of their knowledge and/or opinions on some aspect of this unit. | **FORECAST**  Music Consumption  How the way in which people will attain and use music will change in the next 10 years. | **BUILD**  A lesson plan for 4th graders on some aspect of this unit. |
| **CREATE**  An original Game using the facts you have learned on Blues, Jazz and Rock ‘n Roll. | **ILLUSTRATE**  A timeline of the development of Blues, Jazz, OR Rock ‘n Roll. Include important events and people. | **WRITE**  An editorial or draw an editorial cartoon that clearly articulates your perspective on something you have learned. | **COMPARE**  Two styles or sub-styles of music you have studied. Look for ways they are alike and different and design a visual to show your results. |