

# “Busking” School Actionable Project- Unit Plan

By Carrie Stoesz

<b>Title of Unit:</b>	<b>“Busking School Action Project”</b>
<b>Author(s):</b>	Carrie Stoesz
<b>Grade Level(s):</b>	3-6
<b>Description of Unit:</b>	As students participate in the <i>Busking Project</i> , within the school community, students will collaborate and contribute in a personal and culturally relevant way through this project to a school-wide endeavor to raise funds for a chosen social/non-profit organization. All “busking” proceeds will go towards this goal.
<b>PROCEDURES:</b> (Timeline: 4 weeks)	
<b>BIG PICTURE DISCUSSION</b>	
	<p>1. Large Group Discussion:</p> <ul style="list-style-type: none"> <li>● The overall humanitarian purpose of the Busking Project – I would love to know more about what this discussion looks like – it doesn’t have to be here, but this step is HUGE</li> <li>● The Busking Project Process <ul style="list-style-type: none"> <li>○ Planning Form <ul style="list-style-type: none"> <li>▪ Make certain to address that their repertoire choices can be selections from their community, homes, or school; cultural relevancy</li> <li>▪ Negotiate the amount of time each group will have to perform</li> </ul> </li> <li>○ Peer feedback through dialogue would be huge – and based on getting each other to ask why they are making choices they are making etc. – but I get it if this is too much.</li> <li>○ Student revision based on the dialogue they have</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>▪ Adapt planning form</li><li>○ Each student group will choose a time in the event that works for them</li><li>○ Gather Materials</li><li>○ Practice-this could be in the time provided at school or at home</li></ul>
<b>STUDENT PLANNING</b>	
	<p>2. Students choose their group members then acquire a Planning Form from the teacher.</p> <ul style="list-style-type: none"><li>• Thoughtfully discuss the items on the Planning Form and then complete the form.</li><li>• Set List: each group will repeat their set list as needed to fill their allotted time</li><li>• Suggestion Set Time:<ul style="list-style-type: none"><li>○ 20 minutes allows time for set-up, performance, and take down but this can be negotiated in the large group discussion.</li></ul></li></ul> <p>Student Busker Planning Form: <a href="https://drive.google.com/file/d/1yJ6EZtvII0JEP04qfNlvV-JsSXw3BLLy/view?usp=sharing">https://drive.google.com/file/d/1yJ6EZtvII0JEP04qfNlvV-JsSXw3BLLy/view?usp=sharing</a></p> <p>3. Submit the Planning Form to the teacher for feedback.</p>
<b>FEEDBACK LOOP</b>	
	<p>4. Students and Teacher dialogue together and discuss strengths and ‘next steps’. (dialogue with each performance group)</p> <p>5. Students discuss and revise their plan as necessary based on their dialogue.</p> <p>6. Teacher will support their ideas with materials, moral support, and time to prepare.</p>
<b>PERFORMANCE TIME SIGN-UP</b>	
	<p>7. The group(s) will sign-up for their performance time(s).</p> <ul style="list-style-type: none"><li>• They may need to discuss this at home with their families and arrive at a consensus as a group.<ul style="list-style-type: none"><li>○ Due to differing work and community commitments.</li></ul></li></ul> <p>Sample Performance Sign-up Sheet: <a href="https://drive.google.com/file/d/1WMEjbsN64FfkIN2Az5KDKS-3UOzKaqZq/view?usp=sharing">https://drive.google.com/file/d/1WMEjbsN64FfkIN2Az5KDKS-3UOzKaqZq/view?usp=sharing</a></p>
<b>GROUP PRACTICE</b>	
	<p>8. Students will then gather their materials and have time to practice their set.</p>

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	<ul style="list-style-type: none"><li>• They may practice in music class, lunch time breaks, or outside of school</li></ul>
<b>PERFORMANCE</b>	
	9. Discuss with students that they need to be prepared and arrive at least 10 minutes prior to their performance time.
<b>ADDITIONAL RESOURCES</b>	
	<p>Suggestions for Teachers:</p> <ol style="list-style-type: none"><li>1. Choose areas of the school suitable for Busking Stations and make certain that all of the materials that the students need are at each station.</li><li>2. When you decide on the locations of your Busking Stations in the school be cognizant of: OHHHH I love that they would choose their spots!!<ul style="list-style-type: none"><li>• The ambient noise level- we want the performers to be heard.</li><li>• Which instruments are easy to move and which are not moveable.</li><li>• Which groups need electricity/speakers, etc.</li></ul></li><li>3. Place small instruments and materials needed by groups in bins that are marked with their station identify. (Station #1)</li></ol> <p>Sample Busker Station Labels: <a href="https://drive.google.com/file/d/1e0hKfq_goBL7-IJDD3sxRWe-d1nzLVB9/view?usp=sharing">https://drive.google.com/file/d/1e0hKfq_goBL7-IJDD3sxRWe-d1nzLVB9/view?usp=sharing</a></p> <ol style="list-style-type: none"><li>4. Post the Schedule outside of each Busking Station.</li><li>5. Use small instrument cases at each station to collect donations that are received.</li><li>6. Consider a sign that indicates which NGO the proceeds are going towards.</li><li>7. Be visible to support students on the evening of the performance by circulating from station to station during the event. Students may need assistance with possible “trouble-shooting”.</li><li>8. Enjoy the evening event.</li></ol>