

Glassboro Education Foundation, Inc.

Send the completed application to Grants@glassboroed.org

or

Send the completed to the attention of:

Betty Ann Marchese
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

LS
MB

A. General Information

Applicant(s): Mrs. Katharine Baer

School: Intermediate

Principal: Mr. Kriston Matthews

Grade Level or Subject: 7-8 Grade Music

Phone: (school) 856-652-2700 x2144 (Home): 315-746-0076

E-mail(s): kbaer@glassboroschools.us katharinebaer@gmail.com

B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Katharine Baer

Signature of Applicant

[Signature]

Signature of Principal

Please note: from this page on, please do not include your name or your school in any of your descriptions as all applications are coded to prevent bias.

C. Project Title and Description

Title of Project: ___ Creative Compositions and Exploration with Music Technology _____

Subject Area(s): _____ Music _____

Approximate Number of Students Participating: _____ 20-30 _____

Project Starting Date: _____ November 2014 _____ Project Completion Date: _____ June 2015 _____

Need: Describe the problem or deficiencies that exist which require the improvements described.

As young children, all students are given the opportunity to play, sing or do something musical in school music class because in the beginning of our music education, most everyone is at the same ability level. As they get older, there becomes a large divide between those who are continuing to pursue music and those who are not. Many students can no longer be successful at music because they did not have the opportunity to build musical skills and knowledge like our students in performance ensembles do. Also, as they get older, many of our students do not have musical instruction of any kind as part of their school day. Students need the opportunity to connect with music and be engaged in the music learning process in school. Somewhere in their daily life as growing and developing youth, they need time and space in their lives to be creative and feel comfortable expressing themselves in a challenging and new way.

Many of our students have an inability to have access to technology at home, or the knowledge to be able to use it to its fullest potential. This grant will help reach some of our more at-risk students who would not have this kind of opportunity elsewhere in their lives. This generation of students thrives on technology and it is needed greatly in our schools to promote learning and engage students.

Strategy: Briefly describe your plan to alleviate the need/problem.

All students, even those with limited experience in music, will be given the opportunity to explore and express musical ideas in compositions using new technology and musical software. They will immediately reap the benefits of learning with music by using technology that allows them to create music without having much or any previous instruction. Composing with software like *GarageBand* offers students the chance to be creative and successful with music regardless of their past experience. This project will allow students to create different kinds of musical pieces using pre-programmed musical chords and short phrases and utilizing an endless supply of digital instruments while still allowing them to improvise and create their own original material without the hassle of having to learn formal musical notation or the skills to play an actual musical instrument. Through these projects, students will learn basic elements of music including form, dynamics, basic rhythms, and aural skills that will help them make more informed musical decisions. Students will be engaged in creative and critical thinking in music by learning aurally and informally by exploring with their peers and individually. This project will instill a sense of teamwork and support by using weekly peer evaluations and allowing for collaborative work.

Glassboro Education Foundation
Grant Application

D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<p>Navigate new music technology applications</p> <p>Explore and interact with virtual instruments</p> <p>Listen and learn aurally by evaluating professionally created music</p>	<p>Introductory Activity: Create a ringtone (30 seconds or less) using at least three instruments.</p> <p>Drop the Beat: After listening to several modern hip-hop, dance and rap songs, create your own instrumental-only piece using ternary form (ABACA) with drum kits, guitars and synths.</p>	<p>January 2015</p> <p>February 2015</p>	<p><i>Same for all projects:</i></p> <p>Teacher assessment completed for each group's work using individualized rubrics for each project</p> <p>"Gallery Walk" – Each week students will be expected to listen to other projects and complete a peer critique using a rubric. These will be completed before the projects are due so students have time to edit and adjust their projects based on the feedback from peers.</p>
<p>Interpret language used in historical speech to understand proper emphasis and phrasing of spoken word and where to place musical emphasis</p>	<p>Historic Speech: Research a historic speech by a notable African American and record it including sound effects for emphasis and original background music appropriate for the mood of the speech.</p>	<p>March 2015</p>	<p>Each project builds on the skills learned in the last. If a student or group has not met the objectives for the last project, they may need to repeat a similar project until the objectives are met before moving on to the next activity.</p>
<p>Utilize problem solving skills to work creatively and cooperatively to perform with peers and share music technology equipment</p> <p>Develop ability to express creativity by fostering musical individuality</p>	<p>Jam Band: Perform live with friends on other devices. Create an ostinato to play underneath your improvisations. Evaluate and critique your performance.</p>	<p>April 2015</p>	<p>Each project builds on the skills learned in the last. If a student or group has not met the objectives for the last project, they may need to repeat a similar project until the objectives are met before moving on to the next activity.</p>

<p>Enhance critical thinking through the integration of music and other media (photos, video)</p> <p>Demonstrate music literacy and understanding of chord structure by using musical terms and creating musically sound accompaniment</p> <p>Objective for all projects: Appraise, analyze and evaluate peer projects using constructive criticism</p>	<p>Multimedia: Option 1: Day 1 Was Born Podcast Design, write and record an enhanced podcast about the day you were born using the internet to research events that occurred on that day in history. Use photos and videos to accompany your voice and your music. Option 2: Using visual cues to help create appropriate music and sound effects for the characters and their actions, score a short film (using Wallace & Gromit clips)</p> <p>Improvisational Blues: Create an accompaniment using any instrument utilizing the traditional blues progression. Improvise above using the Blues keyboard in a performance for the class.</p> <p>Final Project: Create a full length song of your choice including at least five different instruments, utilizing loops and original music and lasting 3-4 minutes with a clear beginning middle and end, but using any song form. Must use a loop created in Figure.</p> <p>Singers' Project (Optional): Create a jingle for your favorite product. Design an ad with song lyrics, short melody accompanied by digital instruments and complete with a short spoken announcement.</p>	<p>April 2015</p> <p>May 2015</p> <p>June 2015</p> <p>N/A</p>	
---	--	---	--

Glassboro Education Foundation
Grant Application

E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques
<u>Item(s)</u>	<u>Item(s)</u>	<u>Item(s)</u>
<u>Cost</u>	<u>Cost</u>	<u>Cost</u>
Apple iPad Air (3) Educational Discount	iCloud Drive Storage	
\$379 each	\$12/year	
iPad Cases (3) UZBL ShockWave iPad Air Case		
\$49 each		
Mac Mini Educational Discount		
\$479		
Midi Piano Keyboard Sweetwater – Samson Graphite M32		
\$69.99		
Monitor Best Buy – LG LED HD		
\$89.99		
Mouse & Keyboard Set Best Buy – Logitech MK520		
\$34.99		
Headphone Splitter (3) Best Buy – Dynex Dual Mini Headphone Jack Adapter		
\$3.99		
GarageBand App Figure App (Apps can be shared across all devices. Only one copy needed)		
\$5 \$.99		
<u>Sub-total: \$1975.93</u>	<u>Sub-total: \$12</u>	<u>Sub-total:</u>
		<u>Grand Total</u>
		<u>\$1987.93</u>