

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

**Learning Goals:**

- Students will identify some steps involved in planning a musical performance
- Students will explore the concept of giving donations

[**Purpose:** The facilitator's goal is to introduce students to the concepts of planning a musical performance and the concept of giving donations.]

**Facilitator says:** "Today we are going to learn about how to plan for a guest to come to a school for a performance. How many of you have ever seen a performance at school before?"

[Allow students to raise their hands.]

**Facilitator says:** "I noticed a lot of you raised your hands. What kinds of performances have you seen at school?"

[Call on students to share. Make a list of types of performances mentioned.]

**Facilitator says:** "As you have shared, there are many different types of performances that can come to schools. You have mentioned [insert some of the performance types listed above.] And today, we are going to discuss a musical performance. How might a musical performance be different from the other performances you have already shared?"

[Call on students to share. Make a list of differences.]

**Facilitator says:** "Musical performances typically have a lot of songs. In fact, musical performers have to be very careful about planning their performances because of the lengths of their songs. Why do you think they need to be careful?"

[Call on students to share.]

**Facilitator says:** "We know that schools usually have a set schedule every day, and the performance will have to fit into that schedule. The musicians playing in the performance need to think about the length of each song so that they make sure not to go over time. They usually know about how long each song takes to play, and they can add those times together to know how long the performance will take. Sometimes they will not play a song or two if they do not have enough time."

**Facilitator says:** "Another part of planning for a performance, no matter what kind, is to make sure everybody has a place to sit. Sometimes students will sit on the floor, sometimes they sit in chairs in an auditorium, or sometimes they sit around tables. Why is it important that the audience has a place to sit?"

[Call on students to share.]

**Facilitator says:** "There are a lot of reasons why the audience needs a place to sit. In the performance task you will complete, you will need to make sure that you have enough tables so that everyone in your audience will be able to sit at one."

**Facilitator says:** "So now that we know a little about what musical performers need to do to get ready for a school performance, we will now talk about what we as the school community can do to thank those performers for coming. A lot of times, those performers come to schools and do not charge a fee, so it is nice to do something to say thank you. Do you have any ideas of what students could do?"

[Call on students to share.]

**Facilitator says:** "There are a lot of ways to say thank you. Sometimes, students collect money in order to buy a gift for the performers. Other times, money can be donated to a group. Students are not the only ones who like to say thank you by giving gifts or donating money. The performers themselves might want to give back to the school they are visiting and give some of their profits to groups or clubs at the school."

**Facilitator says:** "As we have discussed, there are many steps involved in planning a musical performance at a school. The musicians need to know how much time they have and how many songs they can play, and the audience needs to have a place to sit. Also, we talked about ways the audience can thank the performers for coming and ways performers can take care of schools."

**Facilitator says:** "During this performance task, you will encounter the various aspects we discussed today about planning a musical performance and thanking the performers. You now understand some of these ideas and are ready to complete the performance task."