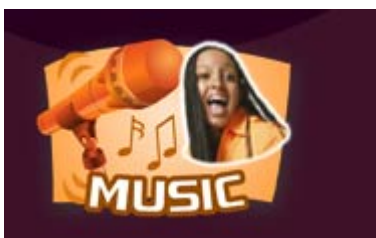


LESSON PLAN

Pop Star Producer



After playing Pop Star Producer, students create a list of all the work and choices involved in composing a song and performing it. After students make their lists, help them organize the ideas into categories. For example, some categories might include: image, lyrics, sound, technology, performance, audience, and purpose. This activity helps students reflect on the different kinds of choices involved in music composition and performance.

You might want to review the vocabulary used in the game:

Lyrics = all the words in a song

Verse = the words in a song that tell a story

Transition = words in between the verse and chorus

Chorus = the repeated phrase that is the highlight or central theme of the song

Hook = a catchy word, beat or melody in the chorus that attracts listeners

Try This. Students can also gain awareness of how online games (and videogames) are structured.

For example, when playing Pop Star Producer, students can only choose from a limited number of value messages, beats, instruments, and musical genres. Review students' lists and identify all the aspects of musical composition and performance that a real person would experience that were *not* depicted in the game. Looking at the students list, ask: Was that represented in the game or not?

Discuss: All games provide a limited number of choices as part of the play experience. What are some online games or videogames students have played that have limited choices? Why do games provide limited choices?



NAME: _____

POP STAR PRODUCER

Your sister has decided that she's going to write an original song and perform it at an upcoming local pop concert in your community. To accomplish this big goal, she must do a lot of work, making many choices along the way.

After playing Pop Star Producer, list all the work and choices she must make as she prepares for this event. See if you can even include the work and choices that were not depicted in the game.
