

TITLE OF THE SCENARIO	Masked Vinyl	
Keywords	Music, Rock history, English	
To whom do I want to teach?		
Age Range and grade of the learners	<ul style="list-style-type: none"> * Students of compulsory secondary school (12 to 16 years old) * Students of non-compulsory secondary school: <ul style="list-style-type: none"> - Specialization in Arts, image and design - Specialization in Performing Arts, music and dance * Informal education: students interested in Rock history 	
Learner special characteristics	--	
What do I want to teach?		
Learning subject / field / skills	<ul style="list-style-type: none"> * Audiovisual culture * History of music and dance * Foreign language: English <p>Skills:</p> <ul style="list-style-type: none"> - Communication, linguistic and audiovisual - Art and culture - Information processing and digital competence <p>Communication skills:</p> <ul style="list-style-type: none"> - Participation in written and audiovisual interactions - Understanding of written and audiovisual messages 	
Specific Goals	<ul style="list-style-type: none"> * To follow Rock history through some of the key-singer / songwriters / bands * To learn about Rock history by seeing artistic work in context. * To read and understand texts in a foreign language in a communicative context. 	
How do I want to teach?		Rate 0-5
Learning metaphor that can support the learning objectives	Acquisition (I will transmit / present / explain content to the learners)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Participation (I will organize sessions in which learners will discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practice, and / or exercise)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description of the game	Narrative description of the game plot	After the extinction of rock and other key musical movements from the 20 th and 21 st centuries, the protagonist go through several scenes, each of them corresponding to the musical environment of a key-artist / band in the history of Rock music.
	Goals	In each scene, the protagonist must discern objects that belong to the musical universe of the artist / band so to be able to hear one of his songs and to access the other scenes, thus progressing in the

		game. The player has to solve the 20 scenes in order to resuscitate Rock music.		
	Characters	<ul style="list-style-type: none"> * Protagonist * Virtual character: he is a replica of Brian Jones, the guitar player who founded The Rolling Stones. He gives clues to the player so to help him solving the scenes. 		
	Scenes	<p>Each scene represents the environment of an artist / band:</p> <ul style="list-style-type: none"> * Liverpool (The Beattles) * London (The Rolling stones) * Las Vegas (Elvis Presley) * Asbury Park (Bruce Springsteen) * lunar base (David Bowie) * Greenwich Village (Bob Dylan) * Seattle (Nirvana) * Wembley (Queen) * Folsom Prison (Johnny Cash) * dirigible Hindenburg (Led Zeppelin) * Battersea Power Station (Pink Floyd) * Dublin (U2) * Los Angeles (Guns n' Roses) * Woodstock (Jimmie Hendrix) * Venice Beach (The Doors), * Jamaica (Bob Marley) * train rails. * Oklaoma (Woody Guthrie) * Police * Dire Street * The Killers 		
			Learning settings	Estimated Time
Narrative Description of learning activities - step by step organization and structuring	Before the game:	<ul style="list-style-type: none"> * Previous lessons on rock artists and bands through songs, pictures and videos. * Students will express their musical preferences. 	Classroom. Virtual environment	1 session
	During the game:	Students play the game, either individually or in pairs.	Classroom.	1/2 sessions
	After the game:	<ul style="list-style-type: none"> * Work with the information learnt within the game. * Idea: Creation of a radio program for the school radio station, which resumes Rock history. 	Classroom. Home.	1 session 5/10h.
How will I evaluate students?				
Evaluation approach	--			
What will learners need in order to achieve learning objectives?				
Prerequisites	<ul style="list-style-type: none"> * Digital skills * Being familiar with the dynamics of adventure games (it is recommended to have played adventure games such as Monkey Island) * Reading of low-intermediate English 			
Settings and materials	<ul style="list-style-type: none"> * An environment which allows for communication among peers. * An English dictionary. * Appropriate computers 			

What do I need for implementing the scenario?

Applications involved	Mandatory	<e-Adventure>
	Optional	After the game activity: Text processor, software to edit sound (Audacity).
Infrastructure / equipment	Mandatory	* Internet connection * One computer for each student / pair of students * After the game activity: microphones, basic sound mixer (USB connection recommended), speakers, and headphones.
	Optional	A projector (explanation on the game dynamics through another adventure game or through the game itself if necessary)

Other things to consider

* The game is only available as a demo for now.

* After conducting the GBL scenario, and depending on students' motivation, teachers could suggest new scenes so to enlarge the game.