

<b>TITLE OF THE SCENARIO</b>	<b>The Classicism</b>	
<b>Keywords</b>	Arts, music, clasicism, Joseph Haydn, Wolfgang Mozart, Bach, Beethoven, Carlos III, Fernando VI	
<b>Who do I want to teach?</b>		
<b>Age range and grade of the learners</b>	12 year old	
<b>Special characteristics of learners</b>	- Not applicable -	
<b>The learning emphasis?</b>		
<b>Learning subject /field / skills or dimension</b>	The classicism arts era. Special emphasis in music. Spanish history: Fernando VI and Carlos III kingships.	
<b>Specific Goals</b>	<ul style="list-style-type: none"> <li>- To learn the basic characteristics of art produced in that era.</li> <li>- To learn the basic characteristics of classical music.</li> <li>- To learn important artwork (music and paintings) of the era.</li> <li>- To be able to differentiate the classicism from its predecessor, the Baroque era.</li> <li>- To understand the Spanish and European social and political context from where the classicism emerged (basic History of Spain).</li> <li>- To understand what was the life of a composer in that time.</li> <li>- To learn about the city of Madrid in that era and the monuments that were built under the kingship of Carlos III.</li> </ul>	
<b>The teaching emphasis?</b>		<b>Rate 0-5</b>
<b>Learning metaphor</b> that can support the learning objectives	Acquisition (I will transmit/ present / explain content to learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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 type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Participation (I will organize sessions in which learners can discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Experimentation (I will organize activities in which learners will understand, learn how-to, practise, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Description of the game</b>	<b>Narrative description of the game plot</b>	This scenario is composed of four different games that follow the same fantastic narrative plot.

### **First Game: Introduction.**

The player is set in the role of *Luis Acordeón y De Puntillo*, a fictitious Spanish composer of the 18th century who worked for Spanish King *Fernando VI*. Luis Acordeón y De Puntillo is already familiar with the baroque style which was Fernando VI's favorite. Then he starts to get influences from the work of composers in Vienna who are beginning to compose a very different kind of music. Future king *Carlos III* persuades him to look for a new patron (*Carlos III*) that allows him to compose classical music. One day he's got a dream where he composes a brilliant classical piece of music (the students have to learn to play this piece of music with their flutes during the next 4 weeks). Then he decides to leave the court. But to achieve that, he has to convince Fernando VI that classicism is better than baroque and so it's worth pursuing his dream. To convince Fernando VI, he has to solve a puzzle by matching basic characteristics of Baroque and Classicism to the movement they belong to. Very soon he finds a potential protector. He agrees but urges him to learn the basic classicism concepts before accepting Luis as his personal composer.



### **Second Game: Composing classical music and arrival to Vienna.**

The game starts with a set of questions that the new patron asks to Luis Acordeón y De Puntillo to check if he really studied about the classicism. After passing the exam, Luis spends years working for his new Patron as a music composer. Then new king Carlos III requests to be his new patron, and decides to defray an expedition for Luis to study in Vienna with the best composers of the Classicism period.

In Vienna he meets Mozart and Haydn. They ask him to learn about their artwork before revealing their secrets.



### Third Game: Becoming a Master.

The game starts with Haydn and Mozart asking a few questions about *The Magic Flute*, a very important classical opera composed by Mozart. If he succeeds he is allowed to enter the academy. There he meets Beethoven, who talks about the *Romanticism* art movement. In the conversation, Luis claims to be a *Classicism* master, and Beethoven urges him to prove it by solving a drag-and-drop puzzle where a music stave must be filled in with notes.

After several years working in Vienna Luis becomes a true Master and decides to come back to Spain.



### Fourth Game: Exam.

In the last game, Luis come backs to Spain and this former patron asks him a few questions about the *classicism*.

	<b>Goals</b>	<p><u>Game 1</u>: learn basic characteristics of the classicism</p> <p><u>Game 2</u>: 1) learn about the kingship of Carlos III and his contributions to the city of Madrid.</p> <p>2) learn about important composers of the classical era: Mozart and Haydn.</p> <p><u>Game 3</u>: learn about key music pieces of this era</p>	
	<b>Rules</b>	To advance in the game the player has to complete the questions / puzzles he is presented.	
	<b>Challenge</b>	Become a music master	
	<b>Satisfaciton system /feedback cycle</b>	The player's avatar progresses through the story Characters provide feedback about right/wrong answers.	
		<b>Learning settings</b>	<b>Estimated time</b>
<p><b>narrative description of learning activities</b> – step by step organization and structuring</p>	<b>First session</b>		
	Introduction to the Classicism driven by the teacher. Short explanation about the running and interacting with the game.	In the classroom	First session - 10 minutes
	Play game 1	In the classroom	First session - 20 minutes
	Peer discussion through forum	In the classroom	First session - 5 minutes
	Debriefing session leded by the teacher (taking input from posts in the forum)	In the classroom	First session - 5 minutes
	Playing the flute	In the classroom	First session - 10 minutes
	Prepare brief summary about the classicism main characteristics. Deliver homework through online system.	At home (homework)	1hour
	Play the game again and chat with peers through forum.	At home (optional)	Undefined
	<b>Second session</b>		
	Short debriefing about homework and introduction to the session	In the classroom	2nd session - 5 minutes
	Play game 2	In the classroom	2nd session - 20 minutes
	Debriefing session	In the classroom	2nd session - 5 minutes
	Playing the flute	In the classroom	2nd session - 20 minutes

	Self-driven study about Haydn, Mozart and the Magic Flute.	At home (homework)	1hour
	Play the game again and chat with peers through forum.	At home (optional)	Undefined
	<b>Third session</b>		
	Short debriefing and introduction to the session	In the classroom	3rd session - 5 minutes
	Play game 3	In the classroom	3rd session - 20 minutes
	Debriefing session	In the classroom	3rd session - 5 minutes
	Playing the flute	In the classroom	3rd session - 20 minutes
	Self-driven study for exam.	At home (homework)	1hour
	Play the game again and chat with peers through forum.	At home (optional)	Undefined
	<b>Fourth Session</b>		
	Instructions for the exam	In the classroom	5 minutes
	Exam (Half the class) - Flute exam (the other half)	In the classroom	30 minutes
	Interactive exercise (for students that finish the exam soon)	In the classroom	Undefined
	Exam (Half the class) - Flute exam (the other half)	In the classroom	30 minutes
			Total: 4 sessions
<b>How will I evaluate students?</b>			
<b>Evaluation approach</b>	25% Final exam 25% Flute exam 25% Essay about classicism 25% Access to online system and chat		
<b>What will learners need in order to achieve learning objectives?</b>			
<b>Prerequisite</b>	N/A		
<b>Setting and materials</b>	A computer room with at least one computer per two children and space to play the flute. A LMS (e.g. Moodle, LAMS).		

		The four games.
<b>What is needed to implement the scenario?</b>		
<b>Application involved</b>	Mandatory	<e-Adventure>, The four games, LAMS
	Optional	
<b>Infrastructure / equipment</b>	Mandatory	A server with LAMS
	Optional	
<b>Learning resource type</b>		Interactive
<b>Time / space resources</b>		4 sessions, one hour each. A computer room.
<b>Other things to consider</b>		
<p>Since this game was developed using &lt;e-Adventure&gt;, it can also be delivered to the students to be played at home and the teacher would still getting the assessment reports through e-mail (if a LMS is not available).</p> <p>The last game (Exam) was developed with a customized version of &lt;e-Adventure&gt; that is not available to the public.</p>		