



## The Problem

Your school has tasked you to create a Shiriyah, a musical performance, for the students of your school and a visiting group of Israeli students. **The purpose of this performance is to demonstrate your understanding and appreciation for how Israel's music tells the story of Israel and its diverse people's experience.** The good news is you have an unlimited budget and a time machine to invite any performer(s) to sing any song as part of the performance, or even create a collaboration between two or more performers with diverse backgrounds, ethnicities and genres.

Given the time constraints of the visiting students, only 5 songs can be performed. Please make sure to include a welcome statement and concluding remarks.

The performances must include:

1. One song to represent your understanding of what Israel as a whole means
2. One song to represent an immigrant group's current status in Israel
3. One song to represent how you would want your audience of American students to appreciate Israel
4. One song from the lists below:
  - Israel's current top 50 <https://spotifycharts.com/regional/il/daily/latest>
  - 10 songs that 18-year-old Israelis can't get enough of <https://www.israel21c.org/10-songs-that-18-year-old-israelis-cant-get-enough-of/>
  - One song from a new category of your choosing (for example, songs from the 80s, songs of peace, etc.)

In your welcome statement, introduce each song and the song's performer and explain why you chose that song. Explain for each song whether there is a part of the song you want them to sing along to. Explain how each song fits or challenges the four Israel Bytes topics of nation song, immigrant song, representation song or new voices.

In your closing remarks, explain how the audience of American and Israeli students strengthen their ties to Israel and to one another as a result of the experience of these songs.



## Activity

Create a recording of yourself sharing the welcome statement, an introduction to each song, and the closing remarks. If possible, edit audio or video of the songs into the recording.

Publish your recording on YouTube and share the link or add to Google Drive and share the link.

Remember to save your work and create a link so that you can share on the Padlet on the Innovation Series page

Criteria	Good	Satisfactory	Not Satisfactory
 <b>Understanding Israeli Music and Diversity</b>	Student demonstrates a clear understanding of Israeli Music and the complex ways it represents Israel's diversity with multiple examples and clear definitions.	Student demonstrates a mixed understanding of Israeli Music and the complex ways it represents Israel's diversity with limited examples and vague definitions.	Student does not fully demonstrate an understanding of Israeli Music and provides simplistic examples of how the music portrays the complexities of Israel's diversity.
 <b>Song Selection</b>	Student selects five songs that clearly align with the five identified criteria.	Student selects five songs that clearly align with at least three of the identified criteria.	Student does not select 5 songs and the songs selected do not clearly align with the identified criteria.
 <b>Context of Performers</b>	Student provides a detailed description of the context of the songs and performers and reflects in detail on why they chose those songs.	Student provides a limited description of the context of the song and performers and reflects in only briefly on why they chose those songs.	Student provides a limited description of the context of the song and performers and reflects in only briefly on why they chose those songs.
 <b>Music's Role In Bonding Jewish American and Israelis</b>	Student shares a clear articulation of the ways music bonds Jewish American and Israelis using clear examples.	Student shares a vague articulation of the ways music bonds Jewish American and Israelis using limited examples.	Student does not share an articulation of the ways music bonds Jewish American and Israelis.
 <b>Presentation of the solution</b>	Student records an engaging presentation utilizing video recording and edits in found videos and footage.	Student records an engaging presentation utilizing video recording but without any found videos and footage included.	Student does not provide an engaging recording presentation.