

Title of Session: Music Across the Curriculum

Moderator: Leo LaBarge

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Room: ArtsSites Group

BjB: we usually start all the discussions with introductions

BjB: please tell Leo where you are located, what you teach, and what brings you to the discussion

BjB: and, a reminder to go to the ACTIONS menu in the top right of this chat window and click on DETACH to make your chat window larger and easier to read

LeoL: Ty Bj

LoraAB: middle school math and science in NJ

BethHi: Mountain Brook HS - Birmingham, AL - Marine Science and Adv Anat and Phys - intrigued by idea of using music in science classes

BjB: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In. I'm here to help Leo with this first ever Music Across the Curriculum discussion!

LeoL: welcome Beth and Lora

DellaP: kindergarten teacher, Lake Charles, La - grad class requirement and curious

BjB: . o O (and to put in a plug for the Tapped In Festival on July 19 if I get a chance)

HeatherBu: Middle school Technology in a rural Texas middle school, and intrigued by the idea of integrating music.

LeoL: I'm a musician who somehow ended up teaching reading, religion and language arts... across the hall from Lora

SusanR: Ottawa, Ontario K to 8 Occasional Teacher and always interested in making music easier to teach

LeoL: We get everyone?

LeoL: I think so

BjB does a drum roll and hands the virtual floor over to Leo

LeoL: crash!

LeoL: Thanks Bj

LeoL: I've been looking at using musical structures for a variety of purposes

LeoL: I started looking at musical forms applied to poetry

LeoL: that was a "gimme"

LeoL: meter, rhyme. etc

LeoL: I've hung two documents in the room here. One is "blues2bachnback"

LeoL: they are just various musical forms

LeoL: the other is a pretentiously titled "Transportability something or other. They are both

LeoL: featured in the room

LeoL: Bj If we open them we can size them and still see the chat right?

HeatherBu nods to Leo

BjB: right

LeoL: Anyone teaching poetry here?

LeoL: Beth, I, with Lora, looked at different ways of viewing harmonics and acoustics

LeoL: do you teach any physics?

BethHi: I am totally life sciences

LeoL: Ok hehe Nautilus.. fibonacci numbers

LeoL: you can look at whale songs,

LoraAB: yes the notes are based on this

LeoL: the way elephants use infrasound

BjB: how cool, Leo!

LeoL: and why infrasound works.

HeatherBu is busy reading Transportability

LoraAB: whole half quarter eighth and sixth

LeoL: there are some links on the transportability page

BethHi: thanks!

HeatherBu: Susan, have you looked at this yet?

LeoL: Beth you could sample birdsongs and remix them into a piece

HeatherBu: There are some really great links, Leo

LoraAB: In life science the pitches and sounds of different animals such as frogs and birds

HeatherBu . o O (mobius strips and Abbott and Costello??? Cool!)

LoraAB: also the ultrasound of bats

LeoL: Beth and others, the blues2bach is a selection of musical forms. Anyone interested in doing any kind of composition can apply them

LeoL: yeah sonar!

LeoL: see... Lora and I have been at this for four years now.

LeoL: Beth you could also look at the mathematical functions and apply them to populations.

BethHi: you guys are good!

LeoL . o O (absolutely no idea how to use the math for population)

LeoL: It's all kind of about graphing

BethHi: o O (don't know either... hoping he'll interpret my silence as deep thinking)

LeoL: What sort of themes do you explore in Life Science Beth?

LeoL: or units

BjB: I think it's exciting to just get the kids to learn how to LISTEN

BethHi: very specific courses... marine science - do use whale songs but overwhelmingly basic science

LeoL: well one thing you could do would be to teach them to read music

LeoL: it's just graphing on an x/y axis

LeoL: pitch up and time >>>>

BethHi: intrigued about how to use it to teach sonar

LeoL: pitch ^ time>

LeoL: go out and see which tunings echo the best

LoraAB: they could make sine and cosine curves of whale songs

LeoL: take a whistle, a trumpet, a didgeridoo

LeoL: and bounce them off of things

LeoL: big things

LeoL: echolocation

BethHi: because didgeridoos are so easy to get ones hands on... ha ha

LeoL: hehe paper towel tubes

LeoL: pvc pipe

LoraAB: You can have the class make them

LoraAB: at different pitches and make a band

LeoL: whistle thru it

BjB: how do the animals like whales make their sounds?

BethHi: blowing air through tubes and sinuses

LeoL: <http://www.kinderart.com/multic/didgeridoo.shtml>

LeoL: <<, back from didge hunt

BjB . o O (you may have to hold the ctrl key down when you click on the url)

BethHi: thanks - I actually had a student once who owned one... grandparents from Australia or some such

LeoL: other use might be using fractals to create shorelines

LeoL: probably a fall back position might be just using music as a "hook"

LeoL: the kids walk in and there is some clam-digger shanty

LoraAB: what was the website we used to graph the sound

LeoL: you might have some local musicians/storytellers in your area

BethHi: true - hope to incorporate more into my class - marine science is my "fun" class

BethHi: I always offer musical students the opportunity to create for points... have had some really entertaining performances of algae songs and such

LeoL: Beth You're in the southeast?

BethHi: yeah - Birmingham Alabama

LoraAB: the book "Beautiful Noise" with the two voice poems about insects and the one on birds

LeoL: ok .. fishing... food ... culture... Sea Islands (a little north, but maybe you have something similar)

LeoL: what happens to the fishing grounds as the population grows?

HeatherBu: Leo, can you explain how to use the Blues2Bach form?

BethHi: depletes

LeoL: Heather they are just standard musical forms

LeoL: the smallest is a phrase

LeoL: like a question

LoraAB: Have the students write two voice poems about animal sounds

LeoL: "Who's at the door?" for example

LeoL: that's one phrase

LeoL: "I don't know" might be the second phrase

LeoL: put them together and it makes one period

HeatherBu nods

NathanL: ok. why aren't they knock-knock jokes?

NathanL: knock knock

NathanL: who's there?

NathanL . o O (sorry I came in late)

LeoL: the other structures are organizations based on melodic or tonal elements

LeoL: Nathan!! They sure could be!!

NathanL: thanks.. just checking

LeoL: That's a great a great way to teach them

LeoL: no no that's great

LeoL: so Heather

HeatherBu listens

LeoL: in the A-B-A form, the A sections are Knock knock jokes, the B section is a kid spraying the teacher with seltzer. It's an A-B -A form

HeatherBu nods

NathanL: a little song .. a little dance ...

LeoL: Or to apply to fiction the A section is Ferris Bueller at home, The B section is all the folderol, then the A section returns, He's back at home.

NathanL: a little seltzer down yer pants.

LeoL: hehe They won't forget A B A

HeatherBu: gotcha

LeoL: So Beth could use an A B C D form to teach seasons

LeoL: which brings me to the mobius strip

LeoL: and Abbott and Costello

HeatherBu . o O (I've been wondering about that)

LeoL: I know Heather

BethHi: who's on first?

SusanR: Mobius strip and Abbot and Costello???

NathanL: Yes.

LeoL: so y'all know about mobius strip and you can draw a line that doesn't end?

HeatherBu nods

LeoL: Ok Self referential sentences

SusanR: yes

LeoL: real quick (I wrote this on a mobius strip) "The captain got the crew together and really laid into them. "This is the laziest crew I've ever seen

LeoL: You men can't even hoist the sails properly. This reminds me of my first ship, when the captain got the crew together and really laid into them

LeoL: Who's on First? I don't know"

LeoL: third base

LeoL: self referential sentences

HeatherBu sees the light

LeoL: <<< stolen from Doug Hofstadter

NathanL: well give yourself back

HeatherBu: lol

LeoL: Godel Escher Bach Eternal Golden Braid

LeoL: well done Nathan

LeoL: <http://www.aharef.info/static/htmlgraph/> this one is pretty interesting too. Beth you might be able to make use of this for examining root systems or something

LeoL: Beth you also may be able to use the way that the same melody shows up in different cultures as a way of exploring evolution/adaptation

LeoL: Green sleeves and "I saw Three Ships" comes to mind.

BethHi: wow - good connection

BethHi: note to self - go visit choir and band directors next school year for collaborative projects

HeatherBu: Me, too!

NathanL sings "This is the song that never ends. It just goes on and on, my friends... "

LeoL: Now Beth, If you got a hold of a good jazz drummer (wink) s/he could show you a whole history from Africa up the Mississippi to NYC and demonstrate evolution that way too

LeoL: dinosaurs and infrasound

BethHi: gee - wouldn't happen to know any good jazz drummers would ya?

LeoL: check out too Mickey Hart's book "Drumming at the Edge of Magic" about the physiological effects of drumming.

LeoL: Do I need a passport to get from Jersey to Alabama?

LeoL: also this guy <http://www.furious.com/perfect/milfordgraves.html>

NathanL: no .. but you should make sure your shots are up to date

LeoL: bada boom

BethHi: You only have to pass through some pearly gates to get to Alabama, smart aleck!

NathanL: and check with your dentist

NathanL: everybody knows that in Alabama the tusks are loosa.

HeatherBu . o O (good grief)

BethHi: that was really funny... the first 8000 times I heard it!

NathanL: glad I could brighten your day :D

LeoL: There's a link on the paper I got form John Chase, about using music to commemorate different people

NathanL hums the Darth Vader theme.

LeoL: Beth, if you look at that with an eye towards transportability, I'll bet you'd find something worthwhile

BjB . o O (didn't realize you'd have such a tough crowd, Leo!)

LeoL: hehe This ain't nothin' BJ!

BethHi: did see transportability article - great references - good ones for my anat class, too

LeoL: I play biker bars and Catholic schools

BjB winks at Leo

LeoL: anatomy class!!

LoraAB: He's handled tougher

LeoL: Vitruvian Man

NathanL: ooo.. the biker bars are ok

NathanL: but Catholic schools? . . . shudder

LeoL: balance ... Proportion

BethHi: actually do use that one - it's an advanced class so the kids are very eager for interesting connections

LeoL: Golden mean – balance/proportion in visual art and music

LeoL: <http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fibInArt.html>

LeoL: <http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fibInArt.html#music>

LeoL: http://en.wikipedia.org/wiki/Vitruvian_man

LeoL: we also use those proportions in music

BjB: Leo, this hour has really flown!

LoraAB: Divine proportion or the Golden Mean used by Greeks to distinguish length of strings to pitch

LeoL: Somewhere in that mass of links is an interesting analysis of Beethoven's (intuitive?) use of PHI

BjB: so...everyone think this topic is a go and Leo should schedule again once a month?

HeatherBu: Yes, please.

SusanR: a highly stimulating hour, Leo

LeoL: Nathan brings the seltzer?

NathanL: ok

HeatherBu: Of course!

NathanL: and my litmus paper

NathanL: for testing PH

HeatherBu: Leo, just remind us to check the page beforehand, so we can start looking at the docs you've posted.

BethHi: Enjoyed it and certainly learned a lot... can't wait to read back over the transcript... except for the "tusks are loosa" weak attempt at humor

LeoL: I want to thank you all for your help. Especially Bj, Heather, Lora Susan.

BjB: Leo, will you go with the second Monday of the month?

BjB: . o O (same time?)

LeoL: Bj I would be honored

BjB smiles happily and cheers for Leo!

NathanL: I need to go drown some kids ... later all

BethHi: Now everybody join in and sing the SpongeBob theme with me now...

LeoL: bye me bucko

HeatherBu waves bye to Nathan

HeatherBu: lol

BjB waves goodnight. Thanks, Leo

BethHi: good night and thanks again

LeoL: thank you

HeatherBu: thanks, Leo

LeoL: ahh Here's the crew

LeoL: Thank you all..

LeoL: sincerely

BjB: thanks for your help, Lora

HeatherBu: Well done, Leo. And, you're welcome.

LoraAB: you're welcome

BjB left the room (signed off).