

Title of Session: Music Across the Curriculum - Social Studies

Moderator: Leo LaBarge

Title of File: 20060911musicss

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Room: ArtsSites Group

LeoL: Dawn and Eduardo, there is a file featured on the welcome page for this room

LeoL: titled Discussion 3

LeoL: I was thinking of using it as an outline

DawnN: ok

HeatherBu joined the room.

VirginiaR joined the room.

HeatherBu waves

LeoL: if you detach your chat window, and open the file, you can out them side by side

LeoL waves at Heather

JohnathanC joined the room.

DawnN: ok I did that

HeatherBu: Hi. Sorry to be late...what file should I be looking at?

LeoL: cool

LeoL: Hi Johnathan

DavidWe joined the room.

JohnathanC: Hi

DavidWe waves

BJ: click on FILE on the blue menu on the left above this chat window

LeoL: titled discussion 3. it's featured

LeoL: Hi David

LeoL: Frankly I don't know how helpful the outline is going to be. I figured I'd better have something though

LeoL: And I want to thank Lora for helping me out with a lot of the links

HeatherBu applauds for Lora

BJ cheers for Lora

LoraAB: any time Leo

LeoL: What do you say **BJB**? Time to hit it/

BJ nods....and listens for the drum rif

BJ: welcome to this month's Music Across the Curriculum

BJ: The topic today is Music and Social Studies

BJ: we usually start all the Tapped In discussions with introductions

BJ: please tell Leo where you are located and what you teach

BJ: I'm an art teacher in Pennsylvania

LoraAB: Math , Science and Social Studies

LeoL: I'm a musician and school teacher in NJ

JohnathanC: I'm in central NY and teach 7/8 social studies

LoraAB: in NJ

HeatherBu: Middle school Tech in Texas

DawnN: I am a first grade teacher in VA but I lived in Jersey for 10 years

LeoL: Ok Cool

LeoL: And that's my friend David over there

LeoL smiles

LeoL: so...

HeatherBu nudges David

LeoL: I thought I needed some kind of matrix or scheme for this discussion

LeoL: I picked the NJ Core Curriculums

LeoL: civics History geography

LeoL: gave me something to work with

LeoL: Standard 6.1: All students will learn democratic citizenship and how to

LeoL: participate in the constitutional system of government of the

LeoL: United States.

LeoL: Standard 6.2: All students will learn democratic citizenship through the

LeoL: humanities, by studying literature, art, history, philosophy, and

LeoL: related fields.

LeoL: so democracy and art

LeoL: One caveat... I really wanted to stay away from using "songs that teach"

DavidWe is nudged and admits to being in New Jersey, near New York City and liking music and math

LeoL: there are a lot of resources available... and a lot of people do that way better than I do

LeoL: It's certainly NOT a value judgment

LeoL: and I think they do a whole lot of good

LeoL: but I figure to stay with a more "absolute" music

LeoL: instrumental approach rather than lyrical

LeoL grins

LeoL: I'm a drummer, not a singer

HeatherBu nods. Sounds like a neat way to go.

BJ: just listened to some amazing music commemorating 911

LeoL: so 6.1 democratic citizen ship...

LeoL: jazz

LeoL: from each according to her inclination, with an equal vote, and an equal say in the outcome

LeoL: Anybody here seen Ken Burns JAZZ?

LoraAB: Yes

HeatherBu: Yes

JohnathanC: No

DawnN: no

LeoL: It's not bad.. With a teacher or musician, a good introduction

LeoL: links

LeoL: <http://www.allaboutjazz.com/timeline.htm>

LeoL: <http://www.pbs.org/jazz/> site from Ken Burns JAZZ

LeoL: <http://www.counterpunch.org/burns.html> oppositional take on Ken Burns JAZZ.

LeoL: What I might try to do would be to get the kids to improvise, make some homemade instruments and form trios or quartets

LeoL: give each group a riff and let them work out a song

VirginiaR joined the room.

LeoL: (Incidentally, one of the first things I'd do is have the kids make some instruments right off the bat. Icebreaker, teaches following instructions

LeoL: a bunch of good lessons there)

LeoL: Hi Virginia

VirginiaR: hi. this is my first visit into a "room" on Tapped In

VirginiaR: how does this work

LoraAB: Could you use these instruments to teach the development of Jazz

LeoL: Stick around, we're having a discussion about music across the curriculum

VirginiaR: ok

LeoL: yeah Lora, but I'd rather use them to overtly teach democracy

LeoL: give a trio a high, medium and low instrument

JeffC joined the room.

LeoL: hi Jeff

LoraAB: By working together as a unit they are showing democracy

JeffC waves

LeoL: right

LoraAB: Similar to checks and balances they have to work together to get it right

LeoL: there is also an improvisation pdf in the files

BJ: Virginia, everything ok?

LeoL: Ok Any questions about the use of jazz for teaching democracy?

BJ: a reminder for those of you who are new to Tapped In to go to the Actions menu in the top right of the chat window and click on DETACH

LeoL: I like the checks and balances

BJ: that will make it much easier to read your chat window

VirginiaR: I guess. I missed the opening premise of discussion

BJ: Leo is leading a discussion on music and social studies, Virginia

JohnathanC: much better.....thanks BJ!

BJ: and aligning the sample ideas to standards

VirginiaR: thanks, that window makes it better.

VirginiaR: are you talking about bringing instruments into the social studies classroom?

LeoL: sure

LoraAB: bring or make their own

VirginiaR: ok

LeoL: I'd rather have the kids make them though

LeoL: everybody all right? I had a little glitch there

HeatherBu . o O (fine here, Leo.)

LoraAB: They would compromise on which instruments to make for their music like the Great Compromise

DawnN: fine here

LeoL: another example is the /hocket/ technique

LeoL: cool

JohnathanC: yep

VirginiaR: how about taking them into the language arts room to teach iambic pentameter

LeoL: ever seen handbell ringing?

LeoL: each person gets one or 2 bells

LoraAB: Each student has a job to do in hand bell ringing

LeoL: they have to organize themselves to get the melody to happen

LoraAB: This is like the cabinet to run the country?

LeoL: aye

HeatherBu . o O (Virginia, that's a great idea...Leo talked about it a little bit in an earlier discussion on Music and Language Arts)

LeoL . o O (I'm guessing everyone is busily perusing the file and links?)

VirginiaR: i'm here

LeoL: Virginia I'm a musician and elementary school teacher. Fairly new... I've only taught 6, 7, 8th grades in a small Catholic school

BJ looks around the room

LeoL: cool

LoraAB: here

JohnathanC: Still here

LeoL: This is pretty interdisciplinary here Virginia

LeoL: that's my whole thing really

LeoL: anyway..

VirginiaR: I'm an 8th grade language arts teacher, and my daughter is a music ed major for voice

LeoL: very cool Virginia, you're going to know exactly what's going on

LeoL: I'd like to move to the next standard... geography

VirginiaR: ok

DawnN: ok

LeoL: . o O (well actually I skipped one but... who's counting)

LeoL: This has some potential

LoraAB: guess who

BJ winks at Lora

LeoL: if we click on the page that has all the different instruments we'll see the same type of instrument shows up in different cultures

LeoL:

<http://www.music.vt.edu/musicdictionary/appendix/instruments/instrumentmain.html>
types of instruments

LeoL: I'd like to see students looking at the same basic instrument in different cultures. They could answer some global questions such as : "what is the basic design of the instrument? What is it meant to do? (Is it melodic? Chordal? Rhythmic?)

LeoL: comparing kora, koto, guitar, and violin

LeoL: this one's pretty handy too <http://www.si.umich.edu/chico/instrument/>
geographic locator

BJ: welcome back, Virginia

VirginiaR: sorry, I tried to find the button you mentioned and lost my connection:-(

LeoL: that's Ok There are a lot of buttons

SusanR joined the room.

BJ: welcome, Sue!

LoraAB: buttons are dangerous

SusanR slips in quietly

LeoL: I'll paste most of the stuff in. After the discussion, hang out for a minute and we'll help you

LeoL waves at Susan... discreetly

LeoL: anyway... I was thinking about using the instrument locations to open a discussion with the kids about map skills...

LeoL: and "what are the instruments made of?"

LeoL: ALSO here's a big point, and I'll come back to it later

LeoL: back when we were making the instruments, and doing the jazz/democracy thing

LeoL: I would point out that one of the major uses for instruments was to mimic the natural sounds of the environment

LeoL: (useful for hunting too... bird calls, moose calls etc)

LoraAB: Also the instruments were made from the natural resources available

LeoL: so.. the quest for the kids is 1) find out what kind of noises are in a particular environment

LeoL: exactly Lora

LeoL: 2) what are they going to use to make them

LeoL: here are the applicable standards

LeoL: Standard 6.8: All students will acquire geographical understanding by studying

LeoL: human systems in geography.

LeoL: Standard 6.9: All students will acquire geographical understanding by studying

LeoL: the environment and society.

LeoL: (Virginia, I used the New Jersey Core Content Curriculum standards as a matrix for my outline)

LeoL: and this standard

LeoL: Standard 6.7: All students will acquire geographical understanding by studying

LeoL: the world in spatial terms.

LeoL: I'd like to see the kids make a map about the movement of instruments from one land to another. Also the movement of melodies, etc. We could look at the application of world beats to pop music. Easy intro is Dave Brubeck's TIME OUT record. Uses Turkish rhythms . you can chart the physical movement of cultures by the movement of instruments and styles

LeoL: and one more

LoraAB: This where the development of Jazz from African cultures comes in

LeoL: Guitar history <http://www.history-of-rock.com/indx.html>

LeoL: Blues migration

LeoL: Africa,

LeoL: New Orleans,

LeoL: Chicago-NY evolution of swing into jump then rock n roll – Elvis-

LeoL: London

LeoL: Back to NYC as British invasion rock n roll (rolling Stones, Cream, Clapton, Byrds Beatles)

LeoL: and the evolution of the clave from African polyrhythms (but you'd need a sympathetic drummer for that)

LeoL: five minutes left

LeoL: what's a soundscape?

LoraAB: After the students research this development maybe a drummer or musician can come in a demonstrate

LeoL: drummer OR musician?

LeoL: hmmp

HeatherBu chuckles

LoraAB: or other musician

LoraAB: sorry

LeoL: thank you very much

LeoL grins wickedly

LeoL: soundscapes right

SusanR: A soundscape is an acoustic environment or an environment created by sound.

LeoL: <http://www.sfu.ca/~truax/wsp.html> Murray Schafer

LeoL: aye thanks Susan

LeoL: I was thinking that social studies in some ways... is the reaction of a population to its natural environment

LeoL: so the first thing we'd have to do is explore OUR natural environment

LeoL: there are a few links on the file about this

LeoL: I labeled them Murray Schafer and environmental installations

LeoL: this relates to the geography part where the kids are making instruments to mimic natural sounds

LeoL: they can play with sound effects, using found materials

LoraAB: This sounds real cool Oh what we could have done with this

BJ: I hate to interrupt, Leo, but our time is about up....

LeoL: In Australia, the Bushmen use a small beetle to create a humming, and they play the bug like a jaw harp

LeoL: Ok BJB

BJ: the next Music Across the Curriculum discussion will be on October 9

BJ: the topic will be Music and Biology

LeoL: and in Brazil they burb=n tires to get the wire to make brimbau

LeoL: there

LeoL: done

BJ smiles. Any questions?

LeoL grins anybody awake?

HeatherBu: Another great job, Leo.

LoraAB: Thanks Leo It was great

HeatherBu: I'll be sharing your doc with our Soc. .Stu teachers.

LeoL: thanks Heather and Lora

LeoL: Heather , I'd put more emphasis on the Murray Schafer material

JohnathanC: thanks

LeoL: that might be a place to start.. you can go big to little AND little to big

HeatherBu: I'll let them have the whole shebang, Leo.

BJ: Thanks, everyone, for your participation

HeatherBu grins

BJ waves goodnight

LeoL: goodnight BJB thanks!!