

Title of Session: Music Across the Curriculum - Music and History

Moderator: Leo LaBarge

Title of File: 20070312music

Date: March 12, 2007

Room: ArtsSites Group

DavidWe: We typically start Tapped In discussions with brief introductions

DavidWe: Let Leo know who you are, what you teach (or are planning on teaching) and what you may be interested in about this topic

AmandaEM: I'm Amanda, I am an elementary education student from the University of Houston. I'm currently working in a kindergarten classroom teaching all subjects.

LoraAB: middle school math and science teacher NJ

LeoL: I'm Leo LaBarge, a drummer from New Jersey, currently teaching middle school Social studies

DavidWe: I'm David Weksler, a HelpDesk volunteer and I lead a math education and technology discussion here. I'm in New Jersey, close to New York City

ChristopDM: Student at Chapman University for Masters in Teaching, Music

KristenKi: I am Kristen attending the University of Houston getting my degree in EC-4 and am in a Kindergarten Class at the moment

FredK: I am a literacy tutor in SE Oklahoma

BonnieSh: I'm a student at University of Houston

ChristopDM: I'm near Los Angeles California

FredK waves to everyone

LeoL: So... we're looking at some applications of music across different curricula

LeoL: so far it's seemed like the best thing to do is start large and work our way small

LeoL: generalities to specifics

LeoL: I guess mostly we are primary grades here yes?

KristenKi: yeah

AmandaEM : sounds right to me

BonnieSh: yes

ChristopDM: <--- Not teaching yet,. Want to teach H.S. Band.

LeoL: very very cool

ChristopDM: fairly new to Tapped In

ChristopDM: thank you

AmandaEM : I think we're all fairly new to Tapped In

LeoL: one big aspect of social studies is it's inherent tendency to be taught chronologically Agreed or no?

KristenKi: agreed

DavidWe agrees

FredK: yeh

ChristopDM: yes

BonnieSh: yep

AmandaEM : yep

LoraAB: agree

KristenKi: I think that one event in history leads up to another event happening so wouldn't you want to teach it in chronologically?

LeoL: Ok So SS (social studies) works well chronologically but maybe it's not necessary

LeoL: Yeah I think so too Kristen. It sure makes sense that way, but I don't want to rule out other potential organizations

LeoL: (not that I have any in mind.. but still...

LeoL: let's go with chronology

ChristopDM: Some kind of Unit Theme is needed, if not chronological

LeoL: so earliest groups of humans...

LeoL: nature based,

LeoL: hunter gatherers

LeoL: semi nomadic

LeoL: yeah I like the unit theme Christopher

AmandaEM : wouldn't the unit themes still move chronologically?

AmandaEM : to group like information

AmandaEM : and how would you alter the instruction if you're in a district giving a specific scope and sequence of how things should be taught?

BonnieSh: hmmm?

LeoL: I think one of the underlying principles, which could be chronologic, is "what information needs to be transmitted?" and "What are the means/materials at hand to express that info?"

LeoL: Those kinds of questions could be manipulated in such a way as to fulfill district requirements of a specific scope and sequence

BonnieSh: ok...?

LeoL: but to keep life easy how about we concede a chronologic scope and sequence for a world history curriculum

ChristopDM: ok

FredK: ok

AmandaEM : alright

KristenKi: sure why not

LoraAB: yes

BonnieSh: ok

LeoL: If we do it right, it could fit K-3 AND 7-9

BonnieSh: sounds good to me

KristenKi: that's perfect for me

LeoL: the nature and specificity of the material would naturally be more refined for the upper grades. more details, more demanding assessments etc

LeoL: but the main armature would probably work

LeoL: see.. I'm basically lazy, and if I can find a "one size fits all" I'll do it

LeoL: (and call it an overarching concept)

BonnieSh: that's fine by me

KristenKi: let's do it

LeoL: so let's get to some direct apps of music to curriculum eh?

BonnieSh: eh.

LeoL: back to the info that needs to be transmitted and the means/materials

ChristopDM: Drums are common for Wars and Battles, The Blues are common for hard times

LeoL: and our hunter gatherers

LeoL: right Chris

LoraAB: use of natural materials to communicate

LeoL: what kind of info will they need to transmit?

AmandaEM: mood of the time period

LeoL: Lora's on too with the materials

LeoL: cool Amanda what 's the mood of a Neolithic hunting party?

LoraAB: such as logs for drums over a distance

LoraAB: whistles and such for guiding hunters

LeoL: what do they hear?

KristenKi: hunting party? i would think you would want some type of beat from a drum

to have the intense feeling of the hunter hunting something

KristenKi: like fear

KristenKi: I guess I am a little confused

LeoL: yeah Lora.. whistles, sounds of nature...

ChristopDM: I think Primal, Survival, Celebration of Nature

BonnieSh: oh...ok!

LoraAB: bird calls

KristenKi: nature

LeoL: It's Ok Kristen. It's good to be confused. This is Tapped In..

LeoL: yeah yeah

KristenKi: that happens a lot with me

BonnieSh: babbling brooks, wind, etc

LeoL: so we've got fear, hunting bows (actually doing double duty as musical instruments too)

LeoL: drums and logs, bird calls...

LeoL: OK

LeoL: now... how do we get out little students to care at all about this?

LoraAB: Use natural sounds as a oral tradition story teller

KristenKi: you need to have [something] that has repetition for the student to catch on to

BonnieSh: set the mood as they walk into the classroom by playing the music

AmandaEM: play the music for students and have them orally or through a written activity narrate what might be happening

KristenKi: especially if you are working with young children

BonnieSh: I like it Amanda

LeoL: good ideas Amanda Kristen, Bonnie

KristenKi: thanks

AmandaEM : thank you

LeoL: these are natural sounds, made by found instruments

BonnieSh: gracias

ChristopDM: Have the students create the sounds, and build a story to build the mood

LeoL: ("found instruments--- any thing found in a culture that can be used as a musical instrument with little or no modification. i.e. hubcaps, shopping carts, hunting bows, seed pods)

KristenKi: you should always talk to the special teachers and see if they have any resources you might be able to use to enhance the lesson especially with music and art

LeoL: darn tootin there Chris, they can make the instruments

LeoL: excellent stuff...

BonnieSh: I like that idea

KristenKi: you can also ask the parents to supply your class with materials in advance

LeoL: Ok what's the next culture? I'm thinking some kind of law/proto-government type

LeoL: how about Greece?

BonnieSh: ok

LoraAB: Let them discover what makes the sounds they want as the hunters

LeoL: (I don't want to be Eurocentric, anybody have any good infor on China?

KristenKi: no

AmandaEM : that's a negative

BonnieSh: nope

LeoL: maybe we stick with Greece just 'cuz it is more familiar and will serve as a good lab

BonnieSh: good

LeoL: ok the Greeks... what was their information?

LoraAB: The Chinese used dance and song for storytelling

LoraAB: made into a very advanced art form

LeoL: myths.. ok Lora.. remind me after the Greek thing here and we'll get mythic

AmandaEM: music would be more epic...would change in tempo, dynamic, and color throughout since it's telling a much more complex story

LeoL: >>>> full disclosure<<<< Lora and I worked together for 4 years. She was my mentor

DavidWe appreciates the full disclosure

BonnieSh: I don't understand the question

LeoL: good Amanda.... more sweeping. maybe real (dedicated rather than found) instruments. why?

ChristopDM: Holst: The Planets deals with the Roman Gods

LeoL: good Christopher... I'd forgotten that one. I was looking at Holst under 19th cent programmatic

LeoL: Bonnie, I think we're looking for "what kind of info do the Greeks have to communicate?"

ChristopDM: I Historically, Greece added a lot of the mathematics to music

LeoL: and I'm gonna say logic

FredK: Philosophy

LeoL: yeah Chris and math same kinda thing yes yes

BonnieSh: structure, rules, methods

LeoL: yeah now y'all are gettin' it!!

LeoL: so what kind of instruments?

LoraAB: music used to tell of the heroic epics of Hercules, Alexander, The story of Troy

LeoL: practically scientific some of them

LeoL: the monochord

LeoL: <http://www.lowbrassmore.com/Monochord.htm>

LeoL: The monochord's impact as a scientific instrument is possibly more profound than its musical importance. Pythagoras' study of ratios on the monochord led philosophers to believe that these ratios also governed the movement of planets and other cosmic matters (Ptolemy). This provided the bridge between the world of physical experience and numerical relationships, giving birth to mathematical physics. In addition, this elevated music to one of the highest intellectual pursuits.

LeoL: (*from the website)

KristenKi: for math concepts in Greece

BonnieSh: what about harps?

LeoL: (I think that if we do the Greek unit right, it can set up a later unit on Islam science and alchemy)

LeoL: Harps are a set of monochords

BonnieSh: oh, ok

LeoL: let's not forget about Greek poetry, song and drama

LeoL: using harps to provide harmony... or at least consonance

BonnieSh: hmmmmm

LoraAB: Each string would be measured for length for tone

BonnieSh: wow

LeoL: yeah The cross curricular possibilities are huge here, esp with the monochord... ratios...

LeoL: That's where the self contained elem. classroom has an edge

BonnieSh: right

BonnieSh: much easier to do cross curriculum in the same room!

BonnieSh: with the same teacher!

LoraAB: the frequency ratios of harmonics

BonnieSh: same students!

LeoL: so... we get the little darlings to build some monochords. I'll bet your kindergarteners could stretch a rubber band over a couple of pins

ChristopDM: when you half the length of string you get an octave. . . like C . . D E F G
A B C - the higher sounding "C" is half the length of string of the 1st, or lower "C"

LeoL: yup

BonnieSh: neat-o

LoraAB: make shoe box guitars

LoraAB: make xylophones from wood

KristenKi: you know how wireless is

LeoL: somewhere... in our July discussion there is a list of links about the relative length/harmonic ratio

KristenKi: I had to do that in high school

LeoL: where to next? Rome and battle drums and trumpets? or China, and myth?

BonnieSh: your call

LeoL: My China is fragile

LeoL: Lora?

LoraAB: Rome

LeoL: hehe thanks

ChristopDM: The music in China is so different in sound from Western music

LeoL: what's the point of having a bunch of drummers and horn players cluttering up your army?

BonnieSh: yes

LoraAB: drummers beat the cadence for the rowers of ships

LeoL: yeah Chris .. whole different theory although I was just rereading Grout and the real early stuff...

AmandaEM: that's right...the drums set the pace

ChristopDM: Drums gave signals

LeoL: I wonder how different it really was from the Greek theories... anyway..

LeoL: the rowers yup..

BonnieSh: interesting

ChristopDM: I'll check out grout

LoraAB: trumpets gave signals over the sound of battle

LeoL: and the battle calls... directions....

LeoL: <http://www.wwnorton.com/college/titles/music/grout6/contents.htm>

ChristopDM: thanks

LeoL: ok so the battle stuff... good...

LoraAB: Rome had many cultures and languages and needed a common form of communication in battle

LeoL: Whoa!! nice one Lora! again we have the stuff of the larger community, and

LeoL: the ahem lesser needs of the individuals

LeoL: poetry and all ... the aulos, kithara

LeoL: wow it's 10 minutes of..

LeoL: time to haul!!!!

LeoL: Ok the rise of equal temperament and the enlightenment

LeoL: Chris help!!

LeoL: as civilization arose, there developed a leisure class and a craftsman class

ChristopDM: Bach is where the Temperament was really solidified

LeoL: the crafters could make large instruments for the leisured

BonnieSh: makes sense

ChristopDM: a lot led up to Bach though

LeoL: right .. with Bach we see a high point of logic

LoraAB: the number and types of instruments increased

LeoL: yeah we're skipping chant, modes, the Church...

AmandaEM: shift to music using the full orchestra

LeoL: yeah... but the original question remains:

BonnieSh: beautiful!

AmandaEM: rather than smaller chamber groups or using instruments for a purpose such as communication

ChristopDM: The Church is where the most refinement happened, and then it switched to the courts

LeoL: "what information did they need to transmit?" and " what were the means/materials at their disposal?"

KristenKi: what is the question>

DavidWe looks at the clock on the wall and reminds Leo there is about 5 minutes left

KristenKi: oh

KristenKi: for the church wouldn't there be a harp or something light and fresh

AmandaEM: oh...music was a reaction to everything going on

LoraAB: to bring the community together in "prayer"

LeoL: one of my favorite connections is WWI and the music of the Italian Futurists

AmandaEM: so music is very emotional during this period

LeoL: rumormori (?)

KristenKi: I don't know

ChristopDM: Music symbolized God, or praised him. A lot of Gregorian Chant is in 3 time, representing the trinity

BonnieSh: interesting

KristenKi: very

LeoL: The Italian futurists were "The Art of Noise " people

LoraAB: each era showed its fears joys and aspiration through music

BonnieSh: what are the instruments at this time? pianos? organs?

LeoL: yeah David Thanks

LeoL: with Bach?

AmandaEM : harpsichords

LeoL: harpsichords and early early proto pianos

ChristopDM: Viola da Gamba Early Cellos

ChristopDM: Indoor and Outdoor Instruments

LeoL: so we didn't get any near as far as I thought but that's cool

ChristopDM: Well we need another one of these

LeoL: My initial point is still to find an overarching idea and apply it across (or under) the board.

FredK: While I was out I grabbed a handsaw and a violin bow to dance a jig Thanks Leo

KristenKi: thanks learned a lot tonight - very interesting and eye opening

LeoL: I think that approach lends itself to pointing up the commonalities of all the cultures

AmandaEM : true...and creating themes based upon those commonalities

LeoL: thanks Fred Thanks Kristen

LeoL: Fred I remember walking into a rehearsal..

ChristopDM: very interesting stuff

LeoL: and the guitarist had a power drill

BonnieSh: found out some good stuff tonite

AmandaEM : goodnight ya'll!

KristenKi: have a good evening

LeoL: was using it (powered on) to scrape his strings like a hurdy gurdy

ChristopDM: Goodnight

LeoL: good night Chris Thanks!!

ChristopDM smiles

FredK: On my way, thanks again

LeoL: good luck!! keep me posted

LeoL: than you Fred

DavidWe: Leo, the next Music Across the Curriculum will be the 2nd Monday in April at 9pm?

LeoL: David thanks for all your help man

DavidWe: You're most welcome, Leo

DavidWe . o O (9 April 2007 - I think that's the 2nd Monday)