

Title of Session: Music Across the Curriculum: Math

Moderator: Leo LaBarge

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Room: ArtsSites Group

BJB2: Welcome to today's Music Across the Curriculum discussion, everyone!

BJB2: the topic is Math.

BJB2: we start all the Tapped In discussions with introductions....

BJB2: please tell Leo and Lora where you are located and what you teach or hope to teach

LoraAB: middle school math and science teacher in nj

JuliaMB: I will teach 8th grade math next year

MateenD: Texas...Principal....former Social Studies

CarmaH: university student...

LeoL: musician, currently teaching social studies in a special ed school

JenniferNo: My name is Jennifer and I hope to teach elementary

MarionM: I am located in southeast Texas and will graduate in May. I want to teach K-4 th.

DanielaM: Hi Leo, I am in located in Houston...but student teaching in Katy, TX in 1st grade

ElisaG: Houston, hope to teach 2-4th grade

JuliaMB: oh I'm in Houston TX

RobertoS: university student

LizP: 2nd grade student teacher in Texas

LizP: hope to teach 2-4

JamesCox: Southeast San Antonio, 5th grade generalist

FredK: I am a tutor for literacy in SE Oklahoma

GaryML: Gary, 7th grade TX history, I live in San Antonio

JamesCox: generalist

CarmaH: I hope to teach secondary after university

LeoL: nice crew

JoseMH: I'm in San Antonio, Texas, Instructional Technology student

ErinLK: Hello! I'm Erin in VA. I hope to teach elementary or middle art education.

LeoL: I hope we can provide something helpful

DavidWe: I'm David Weksler. I'm a HelpDesk volunteer and I lead a math education and technology discussion here. I'm in New Jersey, not far from Leo

LeoL: Hello everyone

GaryML: 4 of us just did an online class through our university and now we are here!

BJB2 hands the virtual floor over to the discussion leader, Leo

LadonnaG: I'm in San Antonio, high school computer lab teacher.

LeoL: Thanks Bj

LeoL: First I'm glad so many of us are here.

LeoL: very cool

LeoL: second.. full disclosure

LeoL: Lora and I worked together for 4 years , She teaches math and science and social studies, I taught English

CarmaH: interesting

GenevieveI joined the room.

LeoL: anyway, we started thinking about cross curricular connections. I'm a musician, and I like e Mapping other ...

LeoL: phenomena onto or through music

MateenD: love music....

RobertoS: what do u play?

RobertoS: I play French horn

LeoL: I hit things with sticks

LeoL: . o O (or hands or whatever)

LeoL: <<< drummer

RobertoS: ha, cool

DanielaM: Drummer, Huh?! That's cool!

LeoL: OK There is a document hanging up in the Arts room, a list of links that Lora put together

LeoL: I kinda organized them into a graded arrangement

LeoL: I figured we could start with number sense

LeoL: also you should turn your speakers on, Most of the sites have sound

DanielaM: really?

LizP: nice to know

GenevieveI: as musicians, can you help me think of a way that I can incorporate music into the art classroom? I don't play any instruments...but would love some artistic advice for musical inclusion in the art classroom...thanks

CarmaH: that is neat...

LeoL: I did discover that one guy , Phil Tulga has done a lot of work with this topic already

LeoL: many of the resources are his,

LeoL: He doesn't know about us yet

BJB2 thinks Leo should remedy that situation!

LeoL: let's look at number sense

LeoL: for you math teachers..

BJB2: <http://www.woodpecker.com/writing/essays/math+music.html>

FredK left the room (signed off).

LeoL: where do you start with the kindergarten class, regarding math education? What's the first thing you do?

LeoL: (seriously, I don't know)

BJB2: number sense sounds good, Leo

BJB2 looks to the math teachers

JenniferNo: they need to see pictures....something concrete

LoraAB: counting

DavidWe: shapes

DavidWe . o O (geometry)

LizP: they need to touch the objects

DavidWe: round holes, square pegs

DavidWe . o O (Cuisenaire rods)

DavidWe . o O (lots of manipulatives)

LeoL: ok cool

ElisaG: showing them one object as one, two objects as two.... things they can manipulate and handle

DanielaM: lots of manipulatives, patterns....

LeoL: there are a couple of companies. Latin Percussion among them . that make these fruit shakers

LeoL: They are like the rattly part of maracas, but shaped like fruit

JoseMH: They are neat

JenniferNo: sounds neat

ElisaG: sounds like something kids would like

LeoL: so they could count them , and shake them

JenniferNo: that's a good idea

LeoL: Jose you know from these?

LizP: sounds fun

DanielaM: That sounds like a good idea Leo

JuliaMB: what about on the middle school level

JoseMH: Yes I have seen them

LoraAB: learn to count with a beat by shaking them

LeoL: yeah and most of the bananas sound alike, the apples sound alike and so on

RobertoS: put some rhythm in to it?

LeoL: so they could count the different sounds

MateenD: we put TAKS strategies to music

DanielaM: ooohhh....I like that idea...

LeoL: <http://www.philtulga.com/unifix.html>

MateenD: all subjects....

MarionM: That's a great idea!

LeoL: go play with these things for a bit

JamesCox: our music teacher helped us with the TAKS TEK for vibrations

MateenD: I'm downloading the update to quicktime

LeoL: so are we playing with the unifix blocks?

DanielaM: Leo....I love the Unifix Drums...that's a neat website!

JuliaMB: I like the Phil Tulga page. That is really cool.

RobertoS: yeah I tried that out it's pretty cool

LeoL: and could somebody tell me what's TAKS TEKS?

DanielaM: I m playing w/it right now! =)

DavidWe . o O (Texas High Stakes Test)

JamesCox: Texas Assessment of Knowledge and Skills

ElisaG: Cool, thanks for the resource

MateenD: Texas Essential Knowledge and Skills TEKS

LeoL: thanks James and David

JoseMH: Yes

DavidWe smiles

LizP: this is pretty cool

MarionM: I really like the drums and unifix cubes

JenniferNo: these websites are neat

JamesCox: Started by someone who couldn't pass it on his best day though

LeoL: so the unifix blocks... you could count 1234567

DavidWe: unifix cubes are cool

LeoL: this Tulga guy has it going on

LeoL: I'm interested in finding new apps for it

GaryML: or anyone taught by James

JoseMH: I like it

RobertoS: or you could use multiples of 4

ErinLK: Hi! Random question, I just wanted to ask if there is much collaboration in the schools between music and art right now. Does anyone have any idea?

JamesCox: come on Mateen where my backup

LeoL: simply replace the red blue and green lines with shakers and you are there

MateenD: we have no Art in our school

GenevieveI: Wow...ERIN I would love to know the same thing...maybe the musicians here can help us out!

DanielaM: Really Mateen?

ErinLK: really? where are you?

MateenD: sorry James....baby girl is in my lap

MateenD: really

MateenD: just music...only part time though

DanielaM: That's too bad...and only part time music...wow! That's unfortunate!

ErinLK: there are a lot more school systems like that now it seems

MateenD: yep Daniela....

MateenD: we had art in middle school last year, but this year it was cut out

LeoL: Erin... it seems like lessons could be written in such a way as to ... circumvent the normal order of things, and bring in whatever resources you wanted

MarionM: We have a full time music and art instructor. she is fantastic

JoseMH: Mateen it is time to rectify that problem

LeoL: Mateen what do you teach?

GaryML: different crowd here James

MateenD: no art at all in our school day....

MateenD: I'm a principal

MateenD: elementary

GaryML: you don't have any art classes at all Mateen? not even electives?

MateenD: taught social studies...

JamesCox: Keep cutting the arts for the 3 Rs and there won't be anything to read and write about !!!!!!!

GenevieveI: Mateen...do you live in CA...for no art in the elementary school?

MateenD: AT ALL...nothing....

LeoL: Lora and I took a photo of a skyline

MateenD: nope Texas

LeoL: projected it on a board

DanielaM: What part of TX?

GenevieveI: wow...ok...I will not move there then

LeoL: marked the tops of the buildings

MateenD: teachers don't even have the flexibility to add it...

LeoL: turned off the projector, and used the resulting outline as a melody

MateenD: they can integrate though

JenniferNo: not all of the schools in Texas are like that Genevieve

GenevieveI: I'm trying to find an art position...and it is quite difficult here...I can imagine it would be almost impossible in TX then

LizP: that is a neat idea Leo

ErinLK: thank you Leo I think you are right about that. but I was just wondering if there was even much time for the specials teachers to meet and collaborate. maybe not too often, but once in awhile that would be a really great lesson for studets

MarionM: Genevieve, I'm in Texas and the art program and music program at my school are great

MateenD: at least in my district....

GaryML: not all schools in TX are like that

BJB2 focuses the discussion

LeoL: your teachers can show a picture of a building right?

ElisaG: same here, kids go to music classes regularly

MateenD: I think art is very important....

GaryML: we have 2 art teachers, a kiln for ceramics, art shows, natl junior art society, etc

BJB2 . o O (seems like we have several threads going)

GenevieveI: thanks guys..good to know

RobertoS: yeah I'm from Texas too, the fine arts are really good here in south TX

LoraAB: buildings are like a bar graph

LeoL: make the fenestration on the first floor the bass line, the second floor the harmony and the third the melody

LizP: I was thinking the same thing Lora

LeoL: yeah it does Bj

BJB2: May I have your attention, please?

MarionM: yes

JamesCox: yes

DanielaM: Yes BJ...go ahead

GaryML: yes

LeoL: yes

BJB2: Leo has worked hard to prepare this discussion and resources for you all

MateenD: yes

BJB2 . o O (I know it's important to chat, but can you please give him your attention?)

DanielaM: Please do continue Leo

MateenD: sorry Leo

MarionM: You have my attention

LeoL: we are greed that the arts are getting a rough time of it. It may very well be up to us to find ways... sneaky ways maybe , to get arts back in

RobertoS: ditto

GenevieveI: do your art programs that you all are mentioning incorporate cross curriculum collaboration like music?

LeoL: so...

DanielaM: What do you suggest?

LeoL: basically what we do is to "map" music onto existed models from other curricula

LeoL: Today we are concentrating on using math maps

LeoL: OK

JuliaMB: ok

LeoL: Number sense is primarily counting

LeoL: the unifix blocks are but one tool for that

LoraAB: music can be used to teach skip counting

LeoL: I'd like to see us take that tool and apply it in many ways

LeoL: what's skip counting Lora

LeoL: 3,6,9,12, ...?

LoraAB: counting by 2 or 5 or 10 etc.

LoraAB: yeah you got it

LeoL: Ok

DanielaM: What other ideas or resources do you suggest?

LeoL: one way of doing that is to subdivide the beats

LeoL: by 2s

LeoL: 1 & 2 &

MarionM: music can also be integrated into fraction lessons

LeoL: by threes... ONE two three ONE two three

LoraAB: let $\frac{3}{4}$ time

LeoL: then you can count the leaders

RobertoS: yeah time signatures

LeoL: each leader would be 3... the next 6... the next 9...

LeoL: yes?

LeoL: exactly Roberto

LeoL: how many of these to a box...

RobertoS: ?

LeoL: you could, using the idea of measures as boxes,

MarionM: right

RobertoS: oh

LeoL: work with grouping and eventually fractions

DanielaM: I see, I like that idea Leo

JenniferNo: do you mean use the unifix cubes as boxes?

LeoL: are the non musicians here understanding what I mean by measure? (or bar)

MateenD: nope

LizP: confused on the boxes

CarmaH: surely do!

LeoL: Jennifer not exactly and Mateen this might help

LeoL: Look at the unifix cubes

LoraAB: you can teach equivalent fraction using measures

MarionM: I understand

LeoL: they are in groups of four yes?

ElisaG: that makes sense

JenniferNo: yes

LeoL: each group could be considered a time signature

DanielaM: Yup!

JenniferNo: oh ok

LeoL: <http://www.philtulga.com/counter.html>

LeoL: this lays it out in musical notation

LeoL: (another Tulga... I'm beginning to have a complex)

JenniferNo: heh

DanielaM: I like this website too!

LeoL: (I would use the button marked "numbers". The others are syllables associated with different schools of music instruction. We don't care right now)

MarionM: I'm glad you told me about it Leo

RobertoS: this site help non music ppl a lot i suppose

LizP: cool website

JuliaMB: very cool

JoseMH: Nice website

JenniferNo: this is neat

DanielaM: This website is a great teaching tool...

LeoL: yeah Tulga Tulga Tulga...

LeoL smiles

DanielaM: LOL! =>

DavidWe smiles

LeoL: <http://library.thinkquest.org/4116/Music/time.htm>

LeoL: this is a fairly good intro to time signatures

LeoL: Let's expand on the applications of the basic ideas

ElisaG: it looks easy to understand

DanielaM: I love the music being played...it's beautiful! Fantastic website!

JenniferNo: kids would like this one

MateenD: which one Daniela...i'm still downloading quicktime

LeoL: essentially, all music notation is, is a graph of time and pitch... x/y axis

LizP: it's very inviting

DanielaM: The last link Leo posted Mateen....go to that website

LeoL: easy enough to count how many do I have on the first line, how many on the second etc

MateenD: okay..thanks

LoraAB: x is horizontal and y is vertical

DanielaM: Very "kiddo" friendly....

JenniferNo: ooo....they could graph using the notes....that would be a good activity

LeoL: my new best friend Phil Tulga has one that deals specifically with fractions

DanielaM: Good idea Jennifer

LoraAB: very good for line graphs

MarionM: So many kids are musically in tune. I can see how integrating these activities could be VERY engaging.

CarmaH: yes, I agree

LeoL: <http://www.philtulga.com/pie.html>

LizP: music will always get their attention

LizP: I really like this fraction/notes idea

JenniferNo: I like how this site shows the fraction compared to the notes

LizP: it is creating a visual..really neat

DanielaM: GREAT visual...students would love this!

LeoL: think bigger

DavidWe has a curriculum resource to share (math + music) at some point

LeoL: meta applications

LeoL: pipe it in David

DavidWe: <http://www.mindinstitute.net/cont/edu/stmath.php>

DavidWe: Very interesting group - trying to combine math education with music instruction

DavidWe . o O (Grew out of research studying the "Mozart effect")

LeoL: patterns !! Thanks David!

LeoL: Yeah... the whole BIG idea

DavidWe smiles

LeoL: relating to what was said about skip counting

MateenD: I know I'm late with this affirmation, but the Tulga site is excellent

LeoL: OK Ok

LeoL: triad... the three notes that make up a basic chord

RobertoS: 1 3 5

DavidWe . o O (C-E-G)

LeoL: right Roberto and David 1-3-5 or c-e-g how about 1-3-5 2-4-6 ceg dfa

LeoL: if you got the little darlings to sing the pitches as they skip counted...

LeoL: you could get them combined in all sorts of ways

DanielaM: we could have a lil' class choir....=)

JoseMH: Harmony

MarionM: how cute =)

LeoL: (note to Mateen... my OK Ok was referring to something that David said...not a comment on your Tulga comment. Phil Tulga has done a great job.)

RobertoS: eeesh that would be like ear training for little ones, it's even hard for college students

LoraAB: use ratio and proportion to make instruments

LeoL: I'd give them instrument Roberto tube drums or something

MateenD: no prob Leo

LeoL: cool thanks Mateen

RobertoS: oooh

LoraAB: this can be made into a band

LeoL: (Tulga's got instructions for THAT too)

MarionM: I saw that

MarionM: He's got it going on.

DanielaM: Thumbs UP for TULGA!

DanielaM: =)

LeoL: Mateen there was something from earlier I wanted to address... about thinking way outside the box, and bringing in some curriculum

LeoL: We were talking a little about buildings, about architecture

LeoL: a building needs a basement, a first floor, some ornamentation...

MateenD: what's that

LeoL: <http://pbskids.org/jazz/bandleader.html>

JenniferNo: this site is cute

ElisaG: love it already

LeoL: so we relate the instrumentation of a jazz band to the construction of a building.
we have a base, a foundation

RobertoS: bass trombone

MarionM: this is too cool

RobertoS: upright bass

LizP: wow this site is cute couldn't help but laugh

LeoL: that's the percussion and accompaniment

DanielaM: Cool!!! This is a fun website...I just created my own little band!

LeoL: or built your own building

DavidWe looks at the clock on the wall

LeoL: so if you're doing a social studies unit that has a shelter component...

MateenD: great lesson Leo...thanks a mil

DanielaM: I like were you went with this Leo....

JenniferNo: good idea

LeoL: I'll have to send Tulga a check

DanielaM: lol

JamesCox: yes thnx L

MarionM: I appreciate the links and ideas.

ElisaG: great resources and ideas, thanks

LeoL: Look... it's not about using the resources off the shelf

DanielaM: Thank you so much...you're very much appreciated!

LizP: thanks for introducing Tulga, very much appreciated

BJB2: The next Music Across the Curriculum is May 14

LeoL: make the kids figure out how to use them

ElisaG: no, but playing around with them and using what work, building on ideas

MarionM: I will!

JuliaMB: Thanks for all the cool websites that we can use

JenniferNo: thanks for the help

FredK: Wow, this hour of involvement passed really quickly--great job, Leo

LeoL: thanks Lora

LeoL: she found most of the stuff

BJB2 . o O (a reminder that there is a document under featured items in this room with all of Leo and Lora's links)

LoraAB: thank you Leo

MarionM: Thanks Lora

LeoL: couldn't have done it with out her and Bj

ElisaG: Thanks Lora

JoseMH: Thanks for the great ideas & links Leo

MarionM: Thanks Bj

GaryML: Thanks for the discussion

BJB2: Thank you all for your kind participation

DanielaM: Thank you Bj!

LeoL: my pleasure

DavidWe: Good discussion, Leo

JenniferNo: thank you to everyone.....very helpful information

JoseMH: Thanks Lora

LeoL: thanks David

BJB2: Thanks, Leo. Take care

RobertoS: thanks all

ElisaG: Thanks everyone

JoseMH: bye

BJB2 . o O (and thanks, Lora!)

LizP: thanks everyone