

**Title of Session:** Music Across the Curriculum - Phys Ed

**Moderator:** Lora Bobrowski and Leo LaBarge

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Room: ArtsSites Group

**BJB2:** Welcome to this month's Music Across the Curriculum

**BJB2:** We usually start all Tapped In discussions with introductions

**BJB2:** please let Leo and Lora know where you are located and what interests you about this discussion

**DavidWe:** I'm David Weksler. I'm a HelpDesk volunteers and I help teachers learn more about educational technology. I'm in New Jersey, near New York City

**LoraAB:** middle school math and science teacher from NJ

**LeoL:** Hi all My name is Leo LaBarge. I'm a musician and K-8 teacher in NJ

**JulieML:** I am a teacher of Spanish and usually use authentic music in my lessons. West Windsor-Plainsboro Regional, NJ

**LeoL:** Cool BJB... :-)

**LeoL:** ... cuz I've been thinkin'

**DavidWe** hits the drum roll

**LeoL:** and Leo hits the deck

**DavidWe** smiles

**PeterWalk:** I am interested in how music can be tied into physical education outside of the dance area so that the physical and educational needs of the students are being met.

**LeoL:** At first I was very concerned about what I had gotten Lora and myself into

**DouglasK:** phys ed and music....I don't know about you Peter, but I think of the Rocky soundtrack and physical fitness week

**LeoL** laughs

**LeoL:** because I got happy when I realized dance was my ticket in.

**LeoL:** But hold on Peter

**LeoL:** So we've got movement, and we've got music

**KarenBl:** yes

**LeoL:** kind of depends how wide your definition of dance is

**LeoL:** I'm only guessing that Peter is a phys ed teacher

**PeterWalk:** Yes, in another life when I graduated from UVA and started out as a Health and PE prof.

**LeoL:** I started thinking about aerobics, well actually where the focus would be..exercise or what

**LeoL:** I tried to come at the topic from a phys ed POV

**LoraAB:** how about jumping rope to music

**LeoL:** because I am not really familiar with the field

**DouglasK:** I know with Social Studies I have it easy incorporating music. I take different music samples from the different regions of the world

**JulieML:** The same with Spanish...

**DouglasK:** a couple weeks ago my 7th graders had "Latin Dancing Day"

**LeoL:** right Jump rope is a good way for us to explore just how to determine our approach

**LeoL:** will it be primarily physical?

**LeoL:** jump rope as exercise?

**LeoL:** or musical?

**JulieML:** Both, it could be both

**LeoL:** jump rope rhymes, as narrative?

**JulieML:** cool...

**LeoL:** cool Julie How do you see it serving both functions?

**JulieML:** writing poetry and exercising...

**LoraAB:** marching in cadence

**JulieML:** creative thinking and jumping in tandem

**LeoL:** yeah. I see that too. I'm interested in Peter's take on this, b/c I think he might be more phys ed oriented

**JulieML:** I know my middle school students would love to rap in Spanish while jumping rope.

**LeoL:** See, the first thing Lora and I started looking at was, are we using PE to teach music? (or language?)

**LeoL:** or are we using music to teach PE?

**LeoL:** The cross curricular guy in me says both... and at the same time.

**JulieML:** We can do all three...

**LeoL:** excellent!

**PeterWalk:** Well I have taught Science for my sixth graders and I found when I let them add music to their Powerpoint presentations the level of excitement went off the scale. I was surprised by the range of creative input the students showed in completing the project while using music.

**LeoL:** Here's one of the many things I don't know. How do we explain the goal to the students?

**JulieML:** That is because music reaches the soul

**DouglasK:** I'm also surprised at how much quieter the kids get in the room. I'll put on some music in the background, and they'll get real quiet so they're actually able to hear it.

**DouglasK:** surprisingly positive behavior mod.

**JulieML:** very few students I know shy away from music

**LeoL:** so music as a focal tool... nice

**DouglasK:** some of them shy away when I play my country stuff :o)

**JulieML:** Well....

**DouglasK:** why does everyone hate country!!!!

**HeatherH:** because they don't understand how great it is

**JulieML:** I used Juan Luis Guerra "mi computadora" merengue to teach tech vocab

**DouglasK:** that's the only thing I can think of Heather ;o)

**JulieML:** I do not hate country music... Some is very poetic, which I love

**HeatherH:** glad there is someone else out there for the country stuff!

**LoraAB:** I don't- you can use step dancing as phy ed

**LeoL:** various cultures have dances that can easily be adapted to phys ed

**JulieML:** Dancing merengue is an aerobic exercise!

**LeoL:** Here we start talking about the cultural connections to the dances

**DouglasK:** you know what I've started getting into recently...middle eastern and Indian music

**DouglasK:** awesome sound

**JulieML:** Yes. We must include culture when teaching foreign languages.

**LeoL:** We could start with some very classical Euro-centric stuff... Dalcroze and Eurhythmics

**JulieML:** Yes...

**LeoL:** <http://www.msu.edu/user/thomasna/>

**LeoL:** just as a place to start

**LoraAB:** students could research their culture and learn or present a dance from it

**DouglasK:** interesting idea

**JulieML:** Great idea

**LeoL:** here we are using dance as a means to teach music

**JulieML:** the best way

**LeoL:** This is what I was getting at earlier

**LeoL:** which is the content and which is the tool?

**LeoL:** ( Hey ...That's not bad...)

**DouglasK:** it's like the chicken and the egg argument

**JulieML:** I concur

**LeoL:** That might be an essential question

**DavidWe** . o O ( dance + math )

**DavidWe** has a few references

**KarenBl:** I'm listening

**DavidWe:** <http://www.mathdance.org/>

**LeoL:** got them handy David?

**DouglasK:** my cousin taught the electric slide when teaching positive and negative numbers on the number line

**DavidWe:** yes, exactly!

**DavidWe** smiles

**JulieML:** Wow!

**PeterWalk:** Well, I see music as the content and dance as the tool to express the content.

**KarenBl:** oh my god that is great !!!

**DavidWe:** Both of the people at that web site are math teachers AND professional dancers

**LeoL:** David shoots! David scores!

**DavidWe:** I saw them a long time ago (3 pointer?) in Berkeley - AMAZING

**KarenBl:** a three pointer !!!

**DavidWe:** They are on the west coast, but they do workshops around the country

**JulieML:** I teach tutorial 4th-5th bilingual math among other things...

**DavidWe:** you know about the Math Forum, Julie?

**LeoL:** David, I have to teach a math section this summer Thanks!

**DavidWe** . o O ( [www.mathforum.org](http://www.mathforum.org) )

**DavidWe:** I hope it's useful to you, Leo

**LeoL:** ('bout as likely as me wandering around a gym)

**DavidWe** smiles

**JulieML:** Thanks, again...

**LeoL:** Yeah It looks great

**DavidWe:** I think they have a book (maybe self-published) of activities

**LeoL:** Anybody look at the Dalcroze site?

**LeoL:** [http://www.newworldtour.org/video\\_II-a.html](http://www.newworldtour.org/video_II-a.html)

**DavidWe:** What is Dalcroze?

**KarenBl:** what is that one for

**DavidWe:** that URL doesn't work for me

**LeoL:** <http://www.musikinesis.com/TryThisArchive.htm>

**DavidWe** finds [http://www.newworldtour.org/video\\_II-a.html](http://www.newworldtour.org/video_II-a.html)

**LeoL:** FDalcroze was a musician ( I suppose) who developed a method for teaching musicianship of a sort through movement

**DavidWe** knows a little about eurhythmly from Waldorf Education people

**PeterWalk :** Currently I am a technology instructor and I try to show teachers how to integrate the technology. I have tried the soft meditation background music in the classroom. I also find when I teach PE in summer school we use music in the gym while walking.

**LeoL:** Had some effect on Rudolf Steiner and the Waldorf schools

**LeoL:** yup David That's Steiner

**DavidWe:** Do you know about Sunbridge College - a Waldorf teacher-training school in Rockland County, NY, Leo?

**LeoL:** Heard of it, but no real knowledge

**DavidWe:** <http://www.sunbridge.edu/>

**LeoL:** Fairly close

**DavidWe:** Pretty cool place; friend of mine runs the bookstore there

**LeoL:** . o O ( I'll have to check out the transcript later for some of David's links )

**DavidWe:** Lots of people studying/teaching eurythmy

**DavidWe** smiles

**JulieML:** Sounds interesting...

**LeoL:** So eurythmy got me thinking, in my usual contrary way

**KarenBl:** what type of music do you suggest in math class for middle school kids while they are working?

**DavidWe:** Waldorf education emphasizes art, music, movement especially in young children

**LeoL:** so I checked out stepping

**LeoL:** <http://www.sonypictures.com/homevideo/stomptheyard/>

**LoraAB:** I've used classical and jazz

**DavidWe** doesn't know what to suggest for Karen

**LeoL:** <http://www.blackrefer.com/greek-stepshows.html>

**KarenBl:** thanks Lora

**LeoL:** Karen.. Mozart effect?

**JulieML:** I love yoga Indian music in the background of any class... it is soothing.

**LoraAB:** It does work

**DavidWe** has a link for something VERY interesting that grew out of the Mozart effect

**KarenBl:** ok thanks, won't put them to sleep :)

**LoraAB:** no

**KarenBl:** I'm a new teacher :) still experimenting

**LeoL:** I got to thinking about some culturally connected ways of using music to get the kids up and moving... stepping seemed likely, at least for my kids

**LeoL:** what's the Mozartian link David?

**LoraAB:** explain stepping

**DavidWe:** <http://www.mindinstitute.net/cont/research/education.php>

**JulieML:** David gets a bonus...

**DavidWe:** Actually, this one is better:

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

**LeoL:** stepping grew out of a combination of African dance moves, African Americans fresh from WW1

**DavidWe:** integrating math and music education in at elementary level (maybe K-8)

**LeoL:** military unison, cadential drill type movements

**KarenBl:** great!!

**LeoL:** now it's kind of a phenomena at Greek fraternities at predominantly Black colleges

**JulieML:** Most school bands have a drill team, today. They use stepping...

**LoraAB:** students can make up own cadence to the drill

**LeoL:** good point Julie

**JulieML:** There are even competitions

**LoraAB:** isn't stepping different from band marching



**LeoL:** The question seems to be relevance... What kind of music and what kind of movements are going to hook your population

**JulieML:** Good point

**LeoL:** yeah Lora, but there are some real similarities

**LeoL:** There is a basic common denominator

**LeoL:** That LCD might be the answer to the question earlier.. which is the tool and which is the content?

**LoraAB:** common denominator math term Leo

**LeoL:** yeah... I'm a math whiz now

**DavidWe** smiles

**LeoL:** ( more like cheese whiz)

**DavidWe** cheers

**LeoL:** then . I keep thinking of Jazzercise

**LeoL:** so I'll move on

**LeoL:** Capoeira anyone?

**JulieML:** Love it!

**LoraAB:** how about Stomp

**LeoL:** <http://www.capoeira.com/news.php>

**JulieML:** Thanks

**LeoL:** Stomp is a street thing too

**LeoL:** Julie you know from Capoeira?

**JulieML:** I took a class at my gym

**LoraAB:** can't it be incorporated into PE?

**LeoL:** sure It's Brazilian self defense

**JulieML:** I love to do something comparing Spanish and Portuguese...

**LeoL:** The slaves developed it. They would train, and use these bow like instruments (berimbau) to keep time

**LeoL:** When the owners came around, they would make it look like a dance

**JulieML:** I think the kids will love the history, not to mention the cool moves:)

**LeoL:** They had calls they would do on the berimbau to warn of the owners and all kinds of stuff

**LeoL:** I was coming up with this notion of music being the armature, or matrix on which to pin these various movements

**LeoL:** Globally, as far as the discussion is going, It seems like music needs to be a structural part of the movement

**LeoL:** can't really be divorced

**JulieML:** I see it as the nucleus...

**LeoL:** How do we generate the orbiting bits Julie?

**BJB2** looks at the clock on the wall

**LeoL:** tick tock

**JulieML:** hum...

**LeoL:** pieces of the music... phrase, intervals fly off

**LeoL:** maybe the student s improvise small movements, and the teacher knits them together

**LoraAB:** in this series we have touched on music in most aspects of the curriculum and movement is part of that

**LeoL:** again it seems like classroom culture is the first thing to get together

**DavidWe:** yes

**JulieML:** When I teach Latin dance in my H.S. Spanish classes, I make the students close their eyes (and those who accept, blindfolded).

**LeoL:** give them a model, give them ti tools and let 'em rip

**KarenBl:** that is great Julie

**LeoL:** cool Julie what kind of results /reactions do you get?

**JulieML:** They get the rhythm faster this way.

**JulieML:** When their eyes are open they focus on the other students movements

**JulieML:** with their eyes closed, they can really feel the music.

**LeoL:** so.. music as a focal device

**JulieML:** Yes.

**JulieML:** Then comes the vocab

**JulieML:** and the grammar

**LeoL:** do they sing the vocab?

**JulieML:** right from the songs they just danced to. Yes, they try to.

**JulieML:** Eventually the learn the songs.

**LeoL:** hehe great!

**JulieML:** The songs are just the medium to teach the langua ge

**KarenBl:** goodnight all have a good one !!

**LeoL:** Goodnight Karen

**LeoL:** thanks

**DavidWe:** Thanks, Leo - great discussion

**JulieML:** Time flies... Good night everyone

**DavidWe** waves

**KarenBl:** thanks everyone

**JulieML:** Yes, a bit short...

**LeoL:** Thanks David and thanks so much for your contributions!

**JulieML:** Thanks everyone.

**LeoL:** Thank you Julie

**DavidWe:** Happy to be here, Leo

**BJB2** waves goodnight. Thanks, Leo and Lora for another excellent discussion