

**Title of Session:** Targeting Librarians - Music and Storytelling

**Moderator:** Lesley Farmer

**Title of File:** 20040915targlibmusic

**Date:** September 15, 2004

Room: Hot Tub Conference Room

**LesleyF:** Hi, Sue! are you here for the librarians' discussion?

**SusanR:** Hi BJ and Lesley

**SusanR:** just popping in

**LesleyF:** Remind me where you are situated, Sue.

**SusanR:** Ottawa, Ontario Canada

**LesleyF:** in what capacity?

**SusanR:** K to 8 OT (Occasional Teacher)

**SusanR:** Grade one on Friday

**LesleyF:** So what are you hoping to get out of this session?

**SusanR:** how to integrate tech, music and storytelling

**LesleyF:** ooh, that sounds interesting ) pun intended)

**BJ:** I'm wading through a book on digital storytelling and am looking forward to learning how to integrate music with the stories...

**BJ:** and if there are copyright free resources

**LesleyF:** ok, let's start with that aspect. I do want to give you a couple of other approaches so you can see the broader picture.

**LesleyF:** Is that OK?

**SusanR:** okay

**LesleyF:** You'll see this issue in terms of early literacy a lot -- the idea of sounds and discrimination ... and in terms of the rhythm of words, phrases, linguistics in general

**SusanR** nods

**BJ** agrees

**SusanR:** emergent readers

**LesleyF:** yes, each language has its own cadence linguistically

**LesleyF:** As you probably know, some languages are more attuned/sensitive to tonality, such as Chinese and other SE Asian languages.

**LesleyF:** For instance, in Chinese (Mandarin), the same sound can be pronounced for was: flat inflection, rising inflection, declining inflection, high-low-high inflection

**LesleyF:** And the meanings aren't alike at all!

**BJ:** how can anyone possibly learn a language in a text based environment?!

**LesleyF:** Lots of rote and aural learning -- and diacritical marks for foreigners...There's the traditional music literacy, which can be as narrow being able to write/read musical notation -0- and can be much broader...

**SusanR:** One must have strong auditory skills

**LesleyF:** The other aural/sound literacy has to do with media. The radio industry is particularly interested in this, and has a strong tradition of this which declined with TV but is rising again. They have good sound clips to use...

**SusanR:** auditory discrimination

**LesleyF:** Yes, Susan, in the final analysis, the ability to listen critically is the main thing.

**BJ** listens

**SusanR:** that's a weakness in the student population I deal with

**LesleyF:** In fact, here's an interesting intro question: just as there is prose and poetry, we could say there is noise, pleasant sound, and music. What are the lines??

**LesleyF:** That weakness needs immediate intervention because it is the basis for many reading problems. It's as critical as dyslexia.

**SusanR** agrees

**LesleyF:** So how do you deal with that weakness, Susan?

**SusanR:** special support at the primary level..early diagnosis and intervention

**BJ:** Lesley, Sue had a wonderful guest a week or so ago for her K-3 Resources forum...the guest presented songs

**SusanR:** small group learning as well

**SusanR:** Renata Suzuki

**SusanR:** of course use music and chats to teach the skills

**LesleyF:** Here's a simple web site, which is directed to parents so they can help their children in this aspect. Want to see?

**SusanR:** yes

**LesleyF:** <http://missourifamilies.org/features/childcarearticles/childcare3.htm>

**LesleyF:** Just click on the URL

**LesleyF:** Take a couple of minutes to look at it

**ChristiGst10:** what exactly does targeting librarians mean. What's the topic exactly...this is my first time here.

**BJ** thinks Lesley is on the phone now

**BJ:** Lesley is discussing literacy as related to sound, rhythm and music

**ChristiGst10:** oh okay. Got it.

**BJ:** Targeting Librarians is for anyone, but is especially for media specialists so they have a broad base of resources for their teachers

**SusanR:** Lesley is providing us with some background resources

**LesleyF:** Yes, I'm checking on resources -- and I have a student who's starting my library media program.

**LesleyF:** Let me direct you to two sites that are useful...

**LesleyF:** <http://www.musickit.com/resources/forumart.html>

**LesleyF:** The other is <http://www.webenglishteacher.com/media.html>

**LesleyF:** and the last one is

**SusanR** . o O ( likes the concept of music reading )

**SusanR:** whole music and whole language

**BJ** does also!

**BJ** thinks Lesley would appreciate the poop song

**LesleyF:** sure, go for it, Susan...,

**SusanR:** <http://sun.ntjcpa.edu.tw/renata/>

**LesleyF:** btw, the other URL is

[http://soundlearning.publicradio.org/standard/docs/reading\\_strategies.shtml](http://soundlearning.publicradio.org/standard/docs/reading_strategies.shtml)

**SusanR:** two poems...I am afraid lose my class ...

**BJ:** Lesley, Renata just makes up these dear songs and the music to go with them.

**BJ:** Sue is going to reschedule her for another K-3 Resources forum

**SusanR:** I am afraid I would lose control of my class. I am afraid my class would howl with laughter

**SusanR:** she has a way with young students

**SusanR:** I prefer Swimming in the Sea

**BJ:** Rock and Roll songs on the second resource you gave us looks great for high school level, Lesley

**SusanR:** the url please

**BJ:** <http://www.rockhall.com/programs/plans.asp>

**SusanR:** Thanks

**BJ:** . o O ( although I am not having any luck opening the individual lessons )

**SusanR:** I can

**BJ:** I'll have to try a different browser

**SusanR:** wonderful lesson plans..includes worksheets..very complete

**BJ:** worked fine on IE, not on Netscape

**SusanR:** unfortunately they cannot provide the lyrics to the songs ...a legality

**BJ** nods

**LesleyF:** So what did you think of the sites, and how can you apply them to your setting?

**SusanR:** well, some wonderful ideas using rock and roll

**BJ:** they are wonderful, Lesley. ..especially the rock and roll one

**SusanR:** grade 7/8

**LesleyF:** there are certain steps that need to be taken -- first, is attention-getting so students know that they should be focusing...

**LesleyF:** In terms of aural literacy, they can gain knowledge through rhymes and rhythm.

**LesleyF:** Getting beats helps with pacing of words and sentences -- little ones should use their whole body as they do this -- older ones are sometimes too self-conscious ...

**BJ:** I think the key with the older students is that you're giving them something they are already familiar with so it's less threatening

**BJ:** . o O ( re: pop music )

**SusanR:** Using Hip Hop to Teach Allusion

**SusanR:** I am looking at the Billy Joel lesson plan based on "The Good Die Young"

**SusanR:** relates well to the Broadway Twyla Tharp production of Moving Out..dance interpretation to the music of Billy Joel

**LesleyF:** You're bringing up another good point -- linking sound/music and poetry/lyrics -- and dance.

**LesleyF:** kids forget how musical language can be

**SusanR:** right

**LesleyF:** Also take the opportunity for kids to make up songs to music or make up music to words/poetry.

**SusanR** agrees

**LesleyF:** even in the 1970s Philadelphia was teaching students US history through rap (before it was called hip hop)

**SusanR:** interesting

**LesleyF:** You can see that this topic comes with many phrases: music, sound, aural... Here's a web site that gives some good links on aural literacy. Ready?

**LesleyF:** [http://www1.medialiteracy.com/visual\\_aural.jsp](http://www1.medialiteracy.com/visual_aural.jsp)

**LesleyF:** This topic is largely overlooked, and is usually so narrowly defined that folks think in little boxes rather than using all those boxes to build something that is significant and useful.

**LesleyF:** useful

**BJ:** oh, very cool, Lesley. Thanks!

**SusanR:** **BJ**, take a look at lesson 62; integrates with art as well

**LesleyF:** knowing this, I'd like to end the URL list with this one-pager that does a good job of showing the range. Ready?

**LesleyF:** [http://www.21stcenturyschools.com/Aural\\_Literacy.html](http://www.21stcenturyschools.com/Aural_Literacy.html)

**SusanR:** yes

**LesleyF:** and I didn't mention about choral speaking and singing either ---

**LesleyF:** interestingly, aural literacy was the basis for learning before written words.

**LesleyF:** storytelling in its purest form...

**BJ** nods

**LesleyF:** which leads us to digital storytelling in the 21st century version

**LesleyF:** where we can use sound, music/voice/sound effects, to provoke mental images

**LesleyF:** having kids identify local sounds, having them record ambient and/or distinctive sounds in their environment helps them define their worlds in often overlooked ways

**BJ:** the book I'm reading is by Joe Lambert (digital storytelling)

**LesleyF:** it's the FOCUS and discrimination of this important set of stimuli that can take advantage of some children's preferred learning styles and help others become more active listeners and more attentive/engaged learners

**LesleyF:** focus, focus --[ which happens to our kids every day in class]

**SusanR:** Thank you, Lesley. There is much to ponder here.

**BJ:** adding the aural component certainly makes whole language more 'whole'

**LesleyF:** well, at least I've opened a few windows -- have some ideas on next steps??

**LesleyF:** in terms of aural literacy...

**BJ:** I can connect rhythm in line and music

**LesleyF:** BTW, did you know that you can now buy an add-on so that an ipod can be used to record voices/sound?

**BJ** . o O ( we're working on the element of line now )

**LesleyF:** yes, BJ, you've probably been having students draw/paint to music/sound for years -- and there's Fantasia...

**LesleyF:** staccato line, lyrical line...

**SusanR:** I have an ipod

**LesleyF:** there you go...

**LesleyF:** you can get little recorders for less than \$10 (to take quick notes), which students can use to practice oral reading

**SusanR** . o O ( must make use of the ipod in a classroom setting )

**LesleyF:** that should up your reputation, Susan...

**LesleyF:** the little recorders can also capture sounds/music around them too...

**SusanR:** I like the idea of little recorders.

**LesleyF:** just as a send-off, think of reading a biology text aloud to a Bach cantata or Mozart piece where you sing the words. it's very fun

**LesleyF:** At the end of a session, I like to ask the participants what they'd like to talk about next month. So, Susan??

**SusanR:** would it increase retention of the material?

**LesleyF:** it makes your focus a lot...

**BJ:** theoretically it should

**LesleyF:** Susan, what would you like to discuss next time?

**LesleyF:** We meet the 3rd Wed. of each month same time...

**BJ** thinks.

**BJ:** what kinds of literacy haven't you discussed?

**BJ** . o O ( media, aural, visual )

**LesleyF:** one thing I haven't touched on but I'm doing research on is the affective side of information literacy, and how technology fits in

**BJ:** would you like to use that for your topic next month?

**LesleyF:** fine with me

**SusanR** . o O ( relevant topic )

**LesleyF:** another overlooked aspect of education

**LesleyF:** I guess I'm for the underdogs of ed

**LesleyF:** a populist at heart

**BJ:** woof woof

**LesleyF:** it's ruff out there

**BJ:** thanks, Lesley. This will be a great transcript

**LesleyF:** saved at the end...

**SusanR:** Thank you again, Lesley

**LesleyF:** thanks for sticking it out...

**LesleyF:** hope to chat with you again. Good luck with your students!

**BJ:** very interesting. I enjoyed it

**LesleyF:** humming along...