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## ABSTRACT

Presented in this teacher's guide for grades 10-12 are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

**A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION**

**DISCIPLINE AREA Music GRADE High School**

Produced under Title III E.S.E.A.  
PROJECT I-C-E  
Serving Schools in CESA 3-8-9-I  
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INSTRUCTION - CURRICULUM - ENVIRONMENT

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EDUCATION & WELFARE  
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**PROGRAM FOR ENVIRONMENTAL EDUCATION**

**Music GRADE High School**

Title III E.S.E.A.

in CESA 3-8-90-Instruction

nsin 54301

972 - 468-7464)

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"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee

Project I-C-E

George L. ...  
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...  
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## PREFACE

"Oikus" for house is the Greek origin of the term "ecology". Environmental studies our house--whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges--natural and man-made. We can adapt to environments, our many "houses" if we omit rancor and cite long range complexities. Our "oikus" uses the insights of all subjects. Thus, a multidisciplinary program like ours necessarily results. Also, since a long time, our program ranges K thru 12. The environment mirrors our values. These values have their origin in the "oikus" of our collective minds. Let us become masters of our house by replacing the Greek adage with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supplemental to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students best, you may choose to adapt or adopt. Limitless chances are here for your experimentation. Many episodes are self contained, some open-minded, still others carefully developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide has and no curriculum will work unless viewed in the context of your student.
4. React to this guide with scratch ideas and notes on the episode page.
5. After using an episode, fill out the attached evaluation form in triplicate, or request more of these forms. Send them singly or collectively. We sincerely want your reactions or suggestions--negative and positive. Evaluations are the key in telling us "what works" and in aiding our future guides.

## ----- TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for resources. Our address and phone number is on this guide's cover. For information or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process based on knowledge.  
Affective refers to student attitudes, values, and feelings.

## PREFACE

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of the Supplementary Environmental Education Guides:

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McG Connie Peterson, St. Martin (L)  
la M Rosemary Rafath, Clintonville  
aque Mark Reddel, St. Martin (L)  
Rob Gladys Roland, Little Wolf  
ozno Kathryn Rowe, Appleton  
rahn Mary Margaret Sauer, Menasha  
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ith, Lee Smoll, Little Chute  
rimb Doris Stehr, Mt. Calvary (L)  
dzin Ginger Stuvetraa, Oshkosh  
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C O N C E P T	#1 - <u>Energy from the sun, the</u>	Discipline Area	Mus
	<u>basic source of all energy,</u>	Subject	Marchin
	<u>is converted through plant</u>	Problem Orientation	Sun
	<u>photosynthesis into a form</u> <u>all living things can use for</u> <u>life processes.</u>		

ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> The students will perform the music in a manner acceptable to the director.</p> <p><u>Affective:</u> The student will gain increased awareness of how music interprets our changing environment and can change our moods.</p>	<p>I. Student-Centered in class activity. Band arrangements will be selected by the instructor which will be identified with a particular season of the year. They will follow the sequence of the four seasons as they change with the position of the Sun. Formations may also be used to focus attention on the Sun and its effects on our Environment.</p>	I
<p><u>Skills to be Learned</u> Playing skills Marching skills</p>	<p>II. Students write narration and present suggested program:</p> <ol style="list-style-type: none"> <li>1. Opening - Lazy Old Sun Sunny (from concert formation)</li> <li>2. Autumn Leaves - Autumn in N.Y. - September Song - Harvest Moon (suggested formations - Leaf - Moon Tree)</li> <li>3. Winter - Winter Wonderland - White Christmas - Snow Bird</li> </ol> <p>(cont.) (suggested formations - Christmas Tree - Sleigh)</p>	

Mus  
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 can use for.

Discipline Area Music  
 Subject Marching Band - Halftime Show  
 Problem Orientation Sun & Season Grade H.S.

SUGGESTED LEARNING EXPERIENCES

will anner r.	<p>I. Student-Centered in class activity. Band arrangements will be selected by the instructor which will be identified with a particular season of the year. They will follow the sequence of the four seasons as they change with the position of the Sun. Formations may also be used to focus attention on the Sun and its effects on our Environment.</p>	<p>II. Outside Resource and community Activities.          A. Perform at high school game          B. Perform at college game          C. Perform for professional game</p>
will of can	<p>II. Students write narration and present suggested program:          1. Opening - Lazy Old Sun Sunny (from concert formation)          2. Autumn Leaves - Autumn in N.Y. - September Song - Harvest Moon (suggested formations - Leaf - Moon Tree)          3. Winter - Winter Wonderland - White Christmas - Snow Bird          (suggested formations - Christmas Tree - Sleigh)</p>	

(cont.)

Resource and Reference Materials	Continued and Additional Suggestions
<p><u>Publications:</u>            Band and Choral Guide            Carl Fischer of Chic.            312 S. Wabash Ave.            Chicago, Ill. 60604</p> <p>Band Cumulator            Sioux City Music Supply            316 Commerce Building            Sioux City, Iowa 51101</p> <p>The Show Band            The Instrumentalist Company</p> <p><u>Audio-Visual</u></p> <p><u>Community:</u></p>	<p>II. (cont.)</p> <ol style="list-style-type: none"> <li>4. Spring - April Showers -              is Busting Out All Over              Flower - Heart)</li> <li>5. Summer - Yankee Doodle -</li> <li>5. Summertime - Summertime              Fishing Rod - Firecracker</li> <li>6. Return to Opening Concert              Opening music.</li> </ol> <p>Narration should compliment f            attention on the sun's impact</p>

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>s - er</p> <p>e - me cker cert</p> <p>nt f pact</p>	<p>II. (cont.)</p> <ol style="list-style-type: none"> <li>4. Spring - April Showers - April in June - June is Busting Out All Over (suggested formations - Flower - Heart)</li> <li>5. Summer - Yankee Doodle - Lazy Bones - Good Old</li> <li>5. Summertime - Summertime (suggested formations - Fishing Rod - Firecracker)</li> <li>6. Return to Opening Concert Formation. Repeat Opening music.</li> </ol> <p>Narration should compliment formations and focus attention on the sun's impact and resulting seasons.</p>

C	<u>3. Environmental factors are limiting</u>	Discipline Area	Mu
O	<u>on the numbers of organisms living</u>	Subject	In
N	<u>within their influence, thus, each</u>	Problem Orientation	
C	<u>environment has a carrying capacity.</u>		

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
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Cognitive: The students will analyze in writing at least 3 ways room size and acoustical treatment affect musical performance.

Affective: The student will show an awareness of the relationships between room size and acoustics by selecting the room which is best suited to musical performance

Skills to be learned

1. Tape-recording
2. Group discussion
3. Experimentation
4. Playing skills

- I. Student-Centered in class activity
  - A. Select a section in the band or chorus as an experimental group
  - B. Have students perform a piece of music in the band or chorus room.
  - C. Have students perform in the largest available practice room.
  - D. Have that same group perform the same selection in the smallest room possible for them to fit into.
  - E. Have the students play in the gym or auditorium as an exaggerated area.
  - F. Use a tape recorder to record the music in each of the three rooms
  - G. Have the students analyze the sound for quality, clarity and musical interpretation.
  - H. Have a discussion regarding the students reactions to each experience
    1. Discuss effect on quality of sound. (cont.)

Mu 1 factors are limiting Discipline Area Music  
 In f organisms living Subject Instrumental & Vocal Music  
 ion fluence, thus, each Problem Orientation Carrying Grade H.S.  
a carrying capacity. capacity

SUGGESTED LEARNING EXPERIENCES	
ARNI s he a in lest m to y in as o ach. on lyze , inter- ardi s to qual t.)	TIVES ents will at least nd acous-- fect e. dent will of the een room e by n which is eical ed on on s ard s to qual t.)
	I. Student-Centered in class activity A. Select a section in the band or chorus as an experimental group B. Have students perform a piece of music in the band or chorus room. C. Have students perform in the largest available practice room. D. Have that same group perform the same selection in the smallest room possible for them to fit into. E. Have the students play in the gym or auditorium as an exaggerated area. F. Use a tape recorder to record the music in each of the three rooms G. Have the students analyze the sound for quality, clarity and musical interpretation. H. Have a discussion regarding the students reactions to each experience 1. Discuss effect on quality of sound. (cont.)
	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested
<u>Publications:</u>	I. H. (cont.)
	2. Discuss effect on intonation
	3. Discuss effect on mental attitude
	performance:
	a. in the large area
	b. in the smaller area
	c. in the acoustically treated
	I. Relate the carrying capacity of
	environment to the carrying capacity of
	natural environment.
	J. Students will write a report on the
	effect of acoustical treatment on
	performance, using at least three
	A. Experiment can be attempted with
	of the band.
	B. Have students go to concerts at
	school and report on the size of the
	group in relation to the size of the
	performance area
	1. Could students hear solo
	2. Was the group too loud for the
	hall when passages were played
	C. Apply especially in solo-ensemble
	Single performances will be made
	always suited to performances
<u>Audio-Visual</u>	
Tape recorder	
Closed circuit TV	
<u>Community:</u>	
School concerts	
Civic concerts	
Dances (school & community)	

Continued and Additional Suggested Learning Experiences

I. H. (cont.)

2. Discuss effect on intonation?
3. Discuss effect on mental attitude toward performance:
  - a. in the large area
  - b. in the smaller area
  - c. in the acoustically treated facility
- I. Relate the carrying capacity of a musical environment to the carrying capacity of our natural environment.
- J. Students will write a report analyzing the effect of acoustical treatment on musical performance, using at least 3 criteria.
  - A. Experiment can be attempted with various sections of the band.
  - B. Have students go to concerts outside of the school and report on the size and sound of the group in relation to the size of the performance area
    1. Could students hear solo instruments?
    2. Was the group too loud for the performance hall when passages were played?
  - C. Apply especially in solo-ensemble preparation. Single performances will be in rooms not always suited to performances.



C O N C E P T	4. <u>An adequate supply of pure water</u>	Discipline Area	Mu
	<u>is essential for life.</u>	Subject	Ma
	_____	Problem Orientation	
	_____		

ESEA Title III - 59-70-0135-2 Project I-C-E

**BEHAVIORIAL OBJECTIVES**

**SUGGESTED LEARNING**

Cognitive: The students will perform the music and march in a manner acceptable to the director.

Affective: The students will show an increased awareness of music as it interprets our need for a proper water supply.

Skills to be Learned

Playing skills  
Marching skills  
Performance skills.

- I. Student-Centered in class activity
  - A. Band music arrangements will be selected by instructor which will be identified with a particular effect of water on our everyday life.
  - B. Suggested Program:
    1. Opening (form Concert formation) Music: (suggested titles) The Water Is Wide - Wade In The Water
    2. Move to formation symbolic of water as necessary for human consumption. Formation could be that of a drinking fountain (Flow of water could be activated by motion of students at top of drinking fountain giving impression of a flow of water from fountain) Music: Cool Water
    3. Move to formation of boat, ship, etc. to emphasize water as a source of recreation. Music: Cruising Down the River - Down by the Riverside - Row, Row, Row Your Boat

(cont.)

Mu supply of pure water Discipline Area Music  
 Ma c life. Subject Marching Band  
 on Problem Orientation Water Supply Grade H.S.

ACTIVITIES	SUGGESTED LEARNING EXPERIENCES	
<p>           ents will            and march            ble to              dents            sed            as it            for            ply.         </p>	<p>           I. Student-Centered in class activity            A. Band music arrangements will be selected by instructor which will be identified with a particular effect of water on our everyday life.            B. Suggested Program:            1. Opening (form Concert formation) Music: (suggested titles) The Water Is Wide - Wade In The Water            2. Move to formation symbolic of water as necessary for human consumption. Formation could be that of a drinking fountain (Flow of water could be activated by motion of students at top of drinking fountain giving impression of a flow of water from fountain) Music: Cool Water            3. Move to formation of boat, ship, etc. to emphasize water as a source of recreation. Music: Cruising Down the River - Down by the Riverside - Row, Row, Row Your Boat         </p>	<p>           II. Outside Resource and Community Activities            A. Each student researches three song titles dealing with water            B. Master list compiled on poster mounted in music room - dry-inked and colorful.         </p>
<p>           ed         </p>	<p>(cont.)</p>	

Resource and Reference Materials	Continued and Additional Suggest
<p data-bbox="564 913 808 943"><u>Publications:</u></p> <p data-bbox="602 943 1033 1048">Carl Fischer of Chicago 312 S. Wabash Avenue Chicago, Ill. 60604</p> <p data-bbox="602 1078 1140 1215">Pepper Master Reference Guide J.W. Pepper of Detroit 373 Minnesota Street Troy, Michigan 48084</p> <p data-bbox="596 1245 1046 1350">Ward Brodt Music Company 315 N. Henry Street Madison, Wisconsin</p>	<p data-bbox="1271 924 1452 955">I. (cont.)</p> <p data-bbox="1328 962 1825 1099">4. Move to formation of U falling from "Heavens" Music: Raindrops Keep April Showers</p> <p data-bbox="1328 1099 1825 1261">5. Conclude by returning t Music: (Select titles obligation to respect w life; man's obligation resource.)</p> <p data-bbox="1390 1261 1825 1292">The Water is Wide - Wac</p>
<p data-bbox="559 1412 802 1443"><u>Audio-Visual:</u></p>	<p data-bbox="1318 1361 1825 1524">*Note to the instructor: It will be necessary to h accompany program. It is write the narration once formations have been deci</p>
<p data-bbox="559 1645 739 1675"><u>Community:</u></p>	

Suggested Materials	Continued and Additional Suggested Learning Experiences
<p>of Un ens" Keep ers ing t tles ect w tion</p> <p>- Wad</p> <p>r: to h It is once dec</p>	<p>I. (cont.)</p> <p>4. Move to formation of Umbrella (Emphasis on water falling from "Heavens" etc.) Music: Raindrops Keep Falling, etc. April Showers</p> <p>5. Conclude by returning to a concert formation. Music: (Select titles to emphasize man's obligation to respect water as a necessity of life; man's obligation to keep it a natural resource.) The Water is Wide - Wade In the Water - Shenandoah</p> <p>*Note to the instructor: It will be necessary to have a narration to accompany program. It is suggested that students write the narration once the music to be used and formations have been decided upon.</p>

C O N C E P T	5. <u>An adequate supply of clean air is</u>	Discipline Area	<u>Music</u>
	<u>essential because most organisms</u>	Subject	<u>Marching</u>
	<u>depend on oxygen, through respira-</u>	Problem Orientation	<u>Air</u>
	<u>tion, to release the energy in their</u> food		

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES		
<p><u>Cognitive:</u> The students will perform the music in a manner acceptable to the director.</p> <p><u>Affective:</u> The student will show an increased awareness of how music interprets our need for proper air supply.</p> <hr/> <p><u>Skills to be learned</u></p> <p>Playing skills Marching skills Performance skills</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>I. Student-Centered in class activity</p> <p>A. Band music arrangements will be selected by the instructor which will be identified with a particular effect by the wind (air) on our everyday life.</p> <p>B. Suggested Program:</p> <ol style="list-style-type: none"> <li>1. Opening - from concert formation at center of field Music - Blowing in the Wind</li> <li>2. Move into formation - to impress the oxygen in the air and its impact               <ol style="list-style-type: none"> <li>a. suggested formations                   <ol style="list-style-type: none"> <li>(1) Oil Lamp</li> <li>(2) Candle</li> </ol> </li> </ol> </li> </ol> <p>(Formation to impress the need for oxygen - flame could fade out as narrations describe the reduction of oxygen and its effect on the flame. (cont.)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>II.</p> </td> </tr> </table>	<p>I. Student-Centered in class activity</p> <p>A. Band music arrangements will be selected by the instructor which will be identified with a particular effect by the wind (air) on our everyday life.</p> <p>B. Suggested Program:</p> <ol style="list-style-type: none"> <li>1. Opening - from concert formation at center of field Music - Blowing in the Wind</li> <li>2. Move into formation - to impress the oxygen in the air and its impact               <ol style="list-style-type: none"> <li>a. suggested formations                   <ol style="list-style-type: none"> <li>(1) Oil Lamp</li> <li>(2) Candle</li> </ol> </li> </ol> </li> </ol> <p>(Formation to impress the need for oxygen - flame could fade out as narrations describe the reduction of oxygen and its effect on the flame. (cont.)</p>	<p>II.</p>
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Supply of clean air is                      Discipline Area Music  
 Use most organisms                              Subject Marching Band  
 Air, through respira-                      Problem Orientation Air      Grade H.S.  
 Use the energy in their

EXPERIENCES	SUGGESTED LEARNING EXPERIENCES	
II. Students will a the  ent will areness ets our supply.	I. Student-Centered in class activity A. Band music arrangements will be selected by the instructor which will be identified with a particular effect by the wind (air) on our everyday life. B. Suggested Program: 1. Opening - from concert formation at center of field Music - Blowing in the Wind Suggest some title quite popular, easily identified with air and wind. 2. Move into formation - to impress the oxygen in the air and its impact a. suggested formations (1) Oil Lamp (2) Candle (Formation to impress the need for oxygen - flame could fade out as narrations describe the reduction of oxygen and its effect on the flame. (cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Learning
<p data-bbox="345 908 583 931"><u>Publications:</u></p> <p data-bbox="382 936 808 1001">Band and Choral Guide Carl Fischer of Chicago</p> <p data-bbox="382 1036 808 1164">Band Cumulator Sioux City Music Supply 316 Commerce Building Sioux City, Iowa</p> <p data-bbox="382 1199 877 1296">The Show Band The Instrumentalist Company Evanston, Illinois</p> <p data-bbox="339 1361 574 1389"><u>Audio-Visual:</u></p> <p data-bbox="333 1691 517 1719"><u>Community;</u></p>	<p data-bbox="1084 920 1825 1059">3. Formation of sailboat or windmill Suggested music - Sailing, Sailing Stormy Weather In An Old Dutch Garden</p> <p data-bbox="1155 1048 1825 1117">Impress that wind is a force or is a force of energy</p> <p data-bbox="1084 1152 1825 1315">4. Formation of Kite Parachute Suggested Music - Drifting and Dreaming Lets Go Fly a Kite Impress that wind (air) has density</p> <p data-bbox="1084 1350 1825 1454">5. Conclude with concert formation Suggested Music - Wayward Wind To bring program to conclusion</p>

Continued and Additional Suggested Learning Experiences

3. Formation of sailboat or windmill  
Suggested music - Sailing, Sailing  
Stormy Weather  
In An Old Dutch Garden  
Impress that wind is a force or is utilized as a  
force of energy
4. Formation of Kite  
Parachute  
Suggested Music - Drifting and Dreaming  
Lets Go Fly a Kite  
Impress that wind (air) has density
5. Conclude with concert formation  
Suggested Music - Wayward Wind  
To bring program to conclusion



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C 7. Factors such as facilitating  
 O  
 N transportation, economic conditions,  
 C  
 E populations growth, and increased  
 P  
 T leisure time have a great influence  
on changes in land use and centers  
of population density.

Discipline Area Mus  
 Subject Band  
 Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
<p><u>Cognitive:</u> Students will orally report and/or illustrate through their choice of media, at least 10 changes in the band or choral program and the reason for these changes.</p> <p><u>Affective:</u> Students will acknowledge through research the varying influence and interaction that the band or chorus has made with the community by discussion and class presentation of this research.</p>	<p>I. Student-Centered in class Activity</p> <p>A. Students research annuals, past newspapers, recordings, old programs, films, video tapes.</p> <p>B. Students interview alumni, faculty, retired faculty, members of the community for the purpose of developing the history of the band or chorus.</p> <p>C. Areas to be considered:</p> <ol style="list-style-type: none"> <li>1. Changes in school curriculum effects</li> <li>2. Urban-Rural impact</li> <li>3. Economic factors               <ol style="list-style-type: none"> <li>a. Student employment</li> <li>b. Community, social economic status</li> </ol> </li> <li>4. Population changes</li> </ol>
<p><u>Skills to be Learned</u></p> <p>Research            Reporting            Accumulating data</p>	

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Conditions,

Discipline Area Music

reased

Subject Band or Chorus

nfluence  
centers

Problem Orientation Influence For Grade H.S.  
Change

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class  
Activity

- A. Students research annuals, past newspapers, recordings, old programs, films, video tapes.
- B. Students interview alumni, faculty, retired faculty, members of the community for the purpose of developing the history of the band or chorus.
- C. Areas to be considered:
  - 1. Changes in school curriculum effects
  - 2. Urban-Rural impact
  - 3. Economic factors
    - a. Student employment
    - b. Community, social economic status
  - 4. Population changes

II. Outside Resource and  
Community Activities

- A. Community interviews
- B. Alumni interviews
- C. Past directors interviews
- D. Administrators & past administrators

Resource and Reference Materials	Continued and Additional Suggested Le
<p data-bbox="367 907 606 940"><u>Publications:</u></p> <p data-bbox="367 940 631 974">School Annuals</p> <p data-bbox="367 974 666 1008">Local newspapers</p> <p data-bbox="367 1008 683 1041">School newspapers</p> <p data-bbox="367 1041 760 1075">Past concert programs</p> <p data-bbox="367 1176 606 1209"><u>Audio-Visual:</u></p> <p data-bbox="367 1209 649 1243">Tape recordings</p> <p data-bbox="367 1243 572 1276">Video tapes</p> <p data-bbox="367 1276 469 1310">Films</p> <p data-bbox="367 1467 555 1500"><u>Community:</u></p> <p data-bbox="367 1500 631 1534">General public</p> <p data-bbox="367 1534 555 1568">Interviews</p>	

ed Le Materials | Continued and Additional Suggested Learning Experiences

C O N C E P T	8. <u>Cultural, economic, social,</u> <u>and political factors determine</u> <u>status of man's values and</u> <u>attitudes toward his environment.</u>	Discipline Area <u>Music</u> Subject <u>Band or Cho</u> Problem Orientation <u>Values</u>
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BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
<p><u>Cognitive:</u> Students will perform specific music of a concert at a competency level set by the director.</p> <p><u>Affective:</u> Students should increase their awareness of the beauties of our environment through performance of this music.</p> <p><u>Skills to be Learned</u> Playing skills Listening skills</p>	<p>I. Student-Centered in class activity</p> <p>A. The band or chorus will perform a concert dealing with the environment and/or environmental problems</p> <p>B. Suggested list for Band</p> <ol style="list-style-type: none"> <li>1. Wade In the Water, Arr. Edmunds</li> <li>2. This is My Country Jacobs/Ades</li> <li>3. Canyon Sunrise Gray</li> <li>4. Night Wind Thielman</li> <li>5. Rocky Mountain Suite Gordon</li> <li>6. Salute to America Kinyon</li> <li>7. The Falling Leaves Benson</li> <li>8. Tall Cedars Osterling</li> <li>9. Green Leaves of Summer Tiamkin/Herfeurth</li> <li>10. America Polster</li> </ol>	<p>II. Out</p> <p>Cor</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

omic, social,

ors determine

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ues s environment.

Discipline Area Music

Subject Band or Chorus

Problem Orientation Values Grade H.S.

EXPERIENCES		SUGGESTED LEARNING EXPERIENCES	
. Out Cor A. B. C. D.	ill  ould ss  sic.	I. Student-Centered in class activity A. The band or chorus will perform a concert dealing with the environment and/or environmental problems B. Suggested list for Band 1. Wade In the Water, Arr. Edmunds 2. This is My Country Jacobs/Ades 3. Canyon Sunrise Gray 4. Night Wind Thielman 5. Rocky Mountain Suite Gordon 6. Salute to America Kinyon 7. The Falling Leaves Benson 8. Tall Cedars Osterling 9. Green Leaves of Summer Tiamkin/Herfeurth 10. America Polster	II. Outside Resource and Community Activities A. Concert presented to public B. TV performance C. Radio performance D. School assembly

Resource and Reference Materials

Publications:

Carl Fischer of Chicago, Catalog

312 S. Wabash Ave.

Chicago, Ill. 60604

Maleeki Music Inc. Catalog

2040 Division Ave. S.

Grand Rapids, Mich. 49507

Schmitt Music Catalog

89 S. 10th St.

Minneapolis, Minn. 55403

Sioux City Music Supply Catalog

316 Commerce Building

Sioux City, Iowa 51101

J.W. Pepper of Detroit Catalog

373 Minnesota St.

Troy, Mich. 48084

Audio-Visual:

Community:

Continued and Additional Suggested Learning

(Con't from I.)

C. Suggested list for Chorus

1. Flower of Beauty

Clements

2. I Heard a Forest Praying

DeRose

3. To Spring

J.S. Bach/Gordon

4. Ah, Lovely Springtime

Hassler-Knight

5. Green Fields

Gilkysen-Dehr-Miller-Hayward

6. Roots and Leaves

Williams

7. Loveliest of Tree

Mechem

8. Springtime

Hindemith

9. Seaweed

Bright

10. America the Beautiful

Peery

D. Appropriate program notes are written by  
to impress upon the audience the necessity  
pr serve our resources

E. Student written narration

Continued and Additional Suggested Learning Experiences

(Con't from I.)

C. Suggested list for Chorus

1. Flower of Beauty  
Clements
2. I Heard a Forest Praying  
DeRose
3. To Spring  
J.S. Bach/Gordon
4. Ah, Lovely Springtime  
Hassler-Knight
5. Green Fields  
Gilkysen-Dehr-Miller-Hayward
6. Roots and Leaves  
Williams
7. Loveliest of Tree  
Mechem
8. Springtime  
Hindemith
9. Seaweed  
Bright
10. America the Beautiful  
Peery

D. Appropriate program notes are written by the students to impress upon the audience the necessity to preserve our resources

E. Student written narration



C 12. Private ownership must be  
 O  
 N regarded as a stewardship and should Discipline Area Music  
 C  
 E not encroach upon or violate the Subject Band & C  
 P  
 T individual right of others. Problem Orientation Stewa

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	
<p><u>Cognitive:</u> Students by listing four characters of uniform care will demonstrate a knowledge of caring for said uniforms.  <u>Affective:</u> The student will show and demonstrate through live presentation his knowledge of stewardship and how it relates to the band or chorus.</p>	<p>I. Student-Centered in class activity            A. Have a student with band uniform research the use of the uniform by:            1. Checking past inventory and rental forms            2. Asking other members of band who used uniform            3. Contacting past students parents who made alterations            B. Make a judgment on the wear and care of uniform in its present state.            C. Have students make oral recommendations to other band students in regard to the stewardship rights and how not to violate them.            D. Characteristics of uniform care:            1. Proper hanging            2. Proper condition            (Con't)</p>	<p>II. (</p>
<p><u>Skills to be Learned</u>            Interviewing            Research            Judgment making            Public speaking</p>		

private ownership must be

as a stewardship and should

Discipline Area Music

do not teach upon or violate the

Subject

Band & Chorus

stewardship of the private right of others.

Problem Orientation Stewardship

Grade H.S.

GENERAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
II. Students by characters will demonstrate knowledge of caring forms. The student demonstrate presentation of stewardship that relates to chorus.	I. Student-Centered in class activity A. Have a student with band uniform research the use of the uniform by: 1. Checking past inventory and rental forms 2. Asking other members of band who used uniform 3. Contacting past students parents who made alterations B. Make a judgment on the wear and care of uniform in its present state. C. Have students make oral recommendations to other band students in regard to the stewardship rights and how not to violate them. D. Characteristics of uniform care: 1. Proper hanging 2. Proper condition (Con't)	II. Outside Resource and Community Activities A. High school students B. Parents C. Teachers (past music)
Learned ng ng		



Materials	Continued and Additional Suggested Learning Experiences
	<p>(Con't from I. D.)</p> <ol style="list-style-type: none"><li>1. All buttons on</li><li>2. No tears-seams</li><li>3. Proper cleaning and pressing</li><li>4. Proper maintenance of all accessories</li></ol> <p>E. Other areas which are applicable:</p> <ol style="list-style-type: none"><li>1. Music care</li><li>2. Care of instrument</li><li>3. Care of basic room furniture</li></ol>

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate)

Please fill in:  
 Subject: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Concept No. Used: \_\_\_\_\_

In commenting on each episode used in your form. Feel free to adapt it and add more pages. In your critiques and comments - negative and positive - in the right hand column, please rate (poor, good, excellent) and make specific comments or suggestions if possible. This is provided to help us make this a more usable guide.

Poor	Good	Exc.
		I. Behavioral Objectives A. Cognitive:
		B. Affective:
		II. Skills Developed
		III. Suggested Learning Experiences A. In Class:
		B. Outside & Community Activities:
		IV. Suggested Resource & Reference Materials (specific suggestions & comments)

Serving S

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

I. Behavioral Objectives

A. Cognitive:

B. Affective:

II. Skills Developed

III. Suggested Learning Experiences

A. In Class:

B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials  
(specific suggestions & comments)

Project I-C-E  
Serving Schools in CESA 3-8-9  
1927 Main Street  
Green Bay, WI 54301