Presented in this teacher's guide for grades seven through nine 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)
A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA: Music
GRADE: 7-9

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
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Robert Warpinski, Robert Kellner, As
George Howlett, E
PROGRAM FOR ENVIRONMENTAL EDUCATION

Music  GRADE  7-9

Title III E.S.E.A.

CESA 3-8-9

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist
"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
PREFACE

"Oikus" for house is the Greek origin of the term "ecology". Environmental studies of 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 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, adapt or adopt. Limitless chances are here for your experimentation. Many episodes are self contained, some open-minded, still others can be developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide has been written and no curriculum will work unless viewed in the context of your students.
4. React to this guide with scratch ideas and notes on the episode pages.
5. After using an episode, fill out the attached evaluation form in the back of the guide, or request more of these forms. Send them singly or collected. We sincerely want your reactions or suggestions--negative and positive evaluations are the key in telling us "what works" and in aiding our development of the 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 learning. Affective refers to student attitudes, values, and feelings.
PREFACE

The Greek origin of the term "ecology". Environmental education wherever or wherever it may be. Like an umbrella, our house can fit many ranges—natural and man-made. We can add quality to our "houses" if we omit rancor and cite long range gains, costs, and programs like ours necessarily results. Also, since attitudes grow over 12 ranges K thru 12. The environment mirrors our attitudes or have their origin in the "oikus" of our collective and individual masters of our house by replacing the Greek adage of "Know thyself" thine house.

Guided by your fellow teachers, this guide is supplementary in nature and can be added into existing, logical course content. It offers suggestions. Knowing your students best, you decide what Limitless chances are here for your experimentation and usage. Some self contained, some open-minded, still others can be changed or few days. But please pre-plan. Why? Simply, no guide has all the answers, will work unless viewed in the context of your students. Use with scratch ideas and notes on the episode pages. Note, fill out the attached evaluation form in the back. Use, test more of these forms. Send them singly or collectively to us. Your reactions or suggestions—negative and positive. Your key in telling us "what works" and in aiding our revisions of

CONTRIBUTIONS

ICE Resource Materials Center serving all public and non-public KSA 3, 8, and 9. Check the Project ICE Bibliography of available materials and phone number is on this guide's cover. Feel free to write or help.

Audio Visual Instruction, 1327 University Avenue, P. C. Box 2093, 101 (Phone: 608-262-1644).

Measurable mental skill, ability, or process based on factual data. Student attitudes, values, and feelings.
ACKNOWLEDGEMENTS: The following teachers and consultants participated in the creation of the Supplementary Environmental Education Guides:

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Robert Meyer, Neenah
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Judilyn McGowan, Green Bay
Priscilla Mereness, Wrightstown
C. L. Paquet, Denmark
William Roberts, Sturgeon Bay
Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.
1. Energy from the sun, the basic source of all energy is converted through plant photosynthesis into a form all living things can use for life processes.

**Behavioral Objectives**

**Cognitive:** The students will demonstrate through their performance of the musical drama their knowledge of the sun's effect, in a manner acceptable to the director.

**Affective:** The student will recognize major aspects of the sun's relation to man, plants, and animals.

**Skills to be Learned**
- Music composition
- Creative writing
- Costuming
- Interpretive dance
- Staging
- Lighting

**Problem Orientation**

**Discipline Area**

**Subject**

**Suggested Learning**

1. Study-centered in class
   - Students write a short narration depicting the sun as the source of all energy (see back)
   - Students compose short musical themes for each character of the play (the sun, warmth, trees, etc.) and use them in a leitmotif fashion.
   - Instrumental students will pantomime the narration in costume, with lighting, scenery, etc.
   - Instrumental students will work up the musical theme
Energy form the sun, the basic force of all energy is converted through photosynthesis from plant photosynthesis into life processes. All living things can use this energy in life processes.

**Discipline Area**  
Music

**Subject**  
General Music

**Problem Orientation**  
Sun's Effect On The Environment

**Grade 7-9**

**MORAL OBJECTIVES**

The students will:

- write through their knowledge of the sun's effect, in a form acceptable to the teacher

The student will be aware of the sun's major role in all life processes, including man, plants, etc.

**SUGGESTED LEARNING EXPERIENCES**

<table>
<thead>
<tr>
<th>Student-Centered in class</th>
<th>Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students write a short narration depicting the sun as the source of all energy (see back)</td>
<td>A. Program can be presented to a class or entire school or community.</td>
</tr>
<tr>
<td>B. Students compose short musical themes for each character of the play (the sun, warmth, trees, etc.) and use them in a leitmotif fashion.</td>
<td>B. Possibility of performing this drama for TV.</td>
</tr>
<tr>
<td>C. Instrumental students will pantomime the narration in costume, with lighting, scenery, etc.</td>
<td>C. Resources:</td>
</tr>
<tr>
<td>D. Instrumental students will work up the musical themes.</td>
<td>1. Drama teachers</td>
</tr>
<tr>
<td></td>
<td>2. Art teachers</td>
</tr>
<tr>
<td></td>
<td>3. English teachers</td>
</tr>
</tbody>
</table>
Resource and Reference Materials

Publications:

Audio-Visual:
Appropriate slides or movies could be used as background scenery for the production.

Community:

Continued and Additional Suggested Learning Ex (Con't from I. A.)

A. Suggested episodes
1. The sun warms the earth, making it possible for the earth to support life.
2. The sun lights the earth
3. The sun creates oxygen through the process of photosynthesis in green plants.
4. Solar energy can be harnessed to serve man.
5. The sun is a source of vitamins necessary for man's existence.

B. Additional suggestions:
1. Productions can be of a brief nature.
2. Shades of green and yellow light would enhance the drama.
3. Suggested flowers, sun, green plants, trees, and animals.
Continued and Additional Suggested Learning Experiences

(Con't from I. A.)

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1. The sun warms the earth, making it possible for the earth to support life.
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3. Suggested flowers, sun, green plants, trees, man, animals.
1. Energy from the sun, the basic source of all energy is converted through plant photosynthesis into a form all living things can use for life processes.

**BEHAVIORAL OBJECTIVES**

| Cognitive: The student will demonstrate the ability to respond in song by singing with correct rhythm and 3 or 4 part harmony. |
| Affective: The student will demonstrate an appreciation of the importance of singing related songs. |

**Skills to be Learned**

- Singing activities
- Intonation
- Balance
- Rhythm
- Rotation
- Harmony

**SUGGESTED ACTIVITY**

I. Student-Centered in class activity

A. The teacher will lead a discussion about plant growth.
   1. Plants originate from what source?
   2. What elements are necessary for plant growth?
   3. Do plants rely on the sun?
   4. Do plants seem to rely on the sun?

B. The teacher will introduce songs related to discussing plant growth.
   1. Green, Green Grass of Home.
   2. Green Fields
   3. Green Leaves of Summer
   4. Walk in the Sunshine

C. The students will sing in balance listening for blend and proper harmony and intonation.
Energy from the sun, the basic of all energy is converted plant photosynthesis into all living things can use for processes.

**VOCATIONAL OBJECTIVES**

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<tr>
<th><strong>II. Outside Resource and Community Activities</strong></th>
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<tbody>
<tr>
<td>A. Students bring in example of harmonious actions observed thru films, student owned slides, and photos related to plant life and growth.</td>
</tr>
</tbody>
</table>

**Discipline Area** | **Music**
---|---
**Subject** | **Elementary-Vocal**
**Problem Orientation** | **Plant growth**
**Grade** | **7-9**
Resource and Reference Materials

Publications:
7th Grade book
Exploring Music Series,
Holt, Rinehart, and Winston
Songs listed are available
in various arrangements
(SSA - SA - SAB - SATB)
From:
J.W. Pepper of Detroit, Inc.
373 Minnesota Street
Troy, Mich. 48084

Audio-Visual:
Tape recorder
Slide projector
Phonograph

Community:
Leaf Materials

Continued and Additional Suggested Learning Experiences
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

BEHAVIORAL OBJECTIVES

Cognitive: The students will produce a one minute sound collage incorporating natural and man made environmental sounds.

Affective: The students will demonstrate an awareness of the variety of sounds in nature.

Skills to be Learned
Technical aspects of using a tape recorder.
Listening skills
Differentiation of sounds
Rhythmic synthesis.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
A. Present idea of a sound collage.
B. Create work groups of 3-5 students to record specific environmental sounds.
C. On board establish patterns for interaction of sounds.
1. Heavily used road drives out nature sounds.
2. Birds singing, cars driving past over balancing natural sounds.
D. Students may play their collage for the class.
1. Discuss the job each group did.
2. Discuss the content of each presentation.

Discipline Area: Music
Subject: General
Problem Orientation: Interactive
organisms interact

as and their Discipline Area  Music

forming an intricate Subject  General Music

ecosystem.

Problem Orientation Interaction  Grade 7-9

OBJECTIVES

I. Student-Centered in class

activity

A. Present idea of a sound
collage.

B. Create work groups of 3-5

students to record specific

environmental sounds

C. On board establish patterns

for interaction of sounds.

1. Heavily used road drives

out nature sounds.

2. Birds singing, cars driving

past over balancing natural

sounds.

D. Students may play their

collage for the class.

1. Discuss the job each group

did.

2. Discuss the content of each

presentation.

II. Outside Resource and

Community Activities

A. Visit and tape

record different

areas of employment

to differentiate sounds

occurring in those

activities.

B. Create a pictoral

collage by having

students draw their

own pictures.

SUGGESTED LEARNING EXPERIENCES

A. Visit and tape

record different

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occurring in those

activities.

B. Create a pictoral

collage by having

students draw their

own pictures.
Resource and Reference Materials  Continued and Additional Suggested
Publications:

Audio-Visual:
Tape recorder

Community:
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

BEHAVIORAL OBJECTIVES

Cognitive: The student will demonstrate his knowledge of feeling in music through the choice of musical selections which convey mood and emotion. The student will identify orally 3 instances of an ecosystem in the movie Grand Canyon Suite.

Affective: The student will gain an appreciation of the importance of the balance of nature. He will gain an appreciation of music as it produces moods and emotions.

Skills to be Learned
Judgment
Preparing and reporting a presentation to class.

SUGGESTED Student-Centered in class activity
1. Student-Centered in class activity
A. The teacher will show movie Grand Canyon Suite.
B. Student discussion: is strongly suggested discussion begin the aspects in the hopes students will recognize the ecosystem shown and make comments themse.

1. How does the film use the existing music to enhance mood and emotion on film clips?
2. The ecological balance of nature as shown in the movie
a. What evidence of ecological balance is shown in the movie?
b. What would happen to the balance all the eagles eliminated?
(Con’t)
All living organisms interact with themselves and their environment, forming an intricate network called an ecosystem.

**Discipline Area:** Music  
**Subject:** General Music  
**Problem Orientation:** Balance of Nature  
**Grade:** 7-9

<table>
<thead>
<tr>
<th>MORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
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</table>
| The student | I. Student-Centered in class activity  
A. The teacher will show the movie "Grand Canyon Suite"  
B. Student discussion: It is strongly suggested that discussion begin the musical aspects in the hopes that students will recognize the ecosystem shown and make comments themselves.  
1. How does the film editor use the existing music to enhance the mood and emotion of the film clips?  
2. The ecological balance of nature as shown in the movie  
a. What evidence of ecological balance is shown in the movie?  
b. What would happen to the balance if all the eagles were eliminated? (Con't)  
| II. Outside Resource and Community Activities  
A. Television programs  
B. Libraries  
C. Instructional materials center.  
D. Student record collection  
E. Radio |

The student will appreciate the importance of nature. He will appreciate that nature produces emotions.

**Learned**  

The student will demonstrate his appreciation of nature through the use of the general music program. He will learn to appreciate the importance of nature through the use of the general music program. He will learn to appreciate the importance of nature through the use of the general music program.
Resource and Reference Materials

Continued and Additional Suggested Learning Resources:

Audio-Visual:
- Grand Canyon Suite, Movie
- BAVI #2777 Color R $11.00
- The Gifts, ICE Resource Center
- Music from the Movies

Community:

(Continued from I.)

C. Students will be asked to bring in the examples of music of various moods and emotions. Examples include pieces that are sad, happy, reverent, etc. Individual small groups or committees may be used.

D. Teacher and students will discuss and evaluate the best presentations.

The film could be shown at a later time with the sound only (lamp without the picture only (sound off) to better appreciate the power of the music and the feeling for mood and emotion.)
C. Students will be asked to bring in their own examples of music of various moods and emotions, i.e., sad, happy, reverent, etc. Individuals or committees may be used.

D. Teacher and students will discuss and evaluate the best presentations.

The film could be shown at a later time for about 10 minutes with the sound only (lamp off) and then with the picture only (sound off) to help students better appreciate the power of the music to promote the feeling for mood and emotion.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

BEHAVIORAL OBJECTIVES

Cognitive: Students will synthesize a piece of music in terms of the elements of music interacting to create a musical composition.

Affective: Students will better understand the intricacies of composing music.

Skills to be Learned
Listening skills
Research skills

SUGGESTED LEARNING EXPERIENCE

I. Student-Centered in class activity
A. Discuss how all musical elements interact among themselves and their environment forming an intricate unit called a musical composition.
1. Is there some form of structure in a musical composition?
2. Does music seem to follow some form and/or order?
3. Through music, by using a variety of instrumentation, chord changes, tempo changes, can different moods, effects or impressions be developed?
4. Does there seem to be a similar form, order of structure in nature?
5. Do various seasons, weather changes in our natural environment set a different tempo of life? Change in moods?

(Con't)
### Problem Orientation Ecosystem

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
</thead>
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<td>7-9</td>
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**I. Student-Centered in class activity**

A. Discuss how all musical elements interact among themselves and their environment forming an intricate unit called a musical composition.

1. Is there some form of structure in a musical composition?
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4. Does there seem to be a similar form, order of structure in nature?
5. Do various seasons, weather changes in our natural environment set a different tempo of life? Change in moods? (Con't)

**II. Outside Resource and Community Activities**

A. This lesson is to be considered as a short, brief episode.
   The resulting study could be used as a report, discussion topic at a music parent meeting.

B. Try to involve other academic areas, such as biology and areas involved in studies of our natural environment.
6. Can the natural environment and musical composition be seen as similar in structure?

B. Relate: Soil—-with—-Melody
   Climate—-———-Rhythm
   Avail. light—-——-Harmony
   Seasons ————-Orchestration/Ly
   Water Supply———-Dynamics
   Oxygen Supply——-Tempo

C. Students should form relationships between ecological terms with a musical term and their structure in a musical composition.
Continued and Additional Suggested Learning Experiences

(Con't from I. A.)

6. Can the natural environment and musical composition be seen as similar in structure?

B. Relate: Soil—-with—-Melody
Climate---------Rhythm
Avail. light-----Harmony
Seasons --------Orchestrations/Lyrics
Water Supply----Dynamics
Oxygen Supply----Tempo

C. Students should form relationships between the ecological terms with a musical term and discuss their structure in a musical composition.
### BEHAVIORAL OBJECTIVES

#### Cognitive:
The students will analyze and list 3 instances each of dissonance and consonance in the harmonic structure of one piece of contrapuntal music.

#### Affective:
The students will appreciate the need for perfect interaction in music in the environment.

### SUGGESTED LEARNING EXPERIENCE

#### I. Student-Centered in class activity

A. Students will listen to one of Bach's Two Part Inventions. Discuss:
   1. What effect is created in this music?
   2. What is done to create this effect?

B. Students will locate from transparencies or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony.

C. Make an analogy with the Biotic Community Concept
   1. Considering the previous project, note the creation of a balance between consonance & dissonance.
   2. Where else do we find such an interacting balance in nature?

D. Play each melodic line separately and then the total again.

#### II. Outside Community activity

A. Students asked to select or compose a short piece of music.
The students and list 3 ch of dissonance ce in the -ucture of one trapuntal music.

The students ate the need interaction the environment.

---

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B. Students will locate from transparancy or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony.

C. Make an analogy with the Biotic Community Concept
1. Considering the previous project, note the creation of a balance between consonance & dissonance.
2. Where else do we find such an interacting balance in nature?

D. Play each melodic line separately and then the total again.
Resource and Reference Materials:

Publications:
Bach, Two Part Inventions
G. Schirmer, Inc.
609 Fifth Ave.
New York, N.Y.

Audio-Visual:
Switched on Bach,
RCA Recording

This episode may be repeated using current selections such as:
Close to You & What The World Needs Now
TCB Album Motown

Community:
This episode may be repeated using current selections such as:

- Close to You & What The World Needs Now
- TCB Album Motown
C. An adequate supply of pure water is essential for life.

Behavioral Objectives

Cognitive: The students will correlate a 5 min. film or terra slides of bodies of water to the moods of the music of a selected composition.

Affective: Students and audience will gain an awareness and greater sensitivity for the way music and musicians can interpret your natural environment.

Discipline Area: Music

Subject: General Music

Problem Orientation: Clean Water

Skills to be Learned: Film editing, photography, synchronization of film and music

Suggested Learning Experience:

I. Student-Centered in Class

II. Out-of-Class Activity

A. Students will hear the selected work eg. Molday, La Mer

B. Discussion:
   1. What do you see of your natural environment in the music?
   2. What could you film to portray these ideas?

C. Students will film scenes of the natural environment and edit to correlate music with film or slides.

D. Final presentation to class or other group.

E. Teacher has option to divide class into smaller groups to explore different segments of the environment (eg. sea, air, clouds, trees,...)
Adequate supply of pure water is essential for life.

**Discipline Area** | **Music**
---|---
**Subject** | **General music class**
**Problem Orientation** | **Clean Water**
**Grade** | 7-9

### I. Student-Centered in class activity

<table>
<thead>
<tr>
<th>A. Students will hear the selected work eg. Molday, La Mer</th>
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<tr>
<td>B. Discussion:</td>
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<td>1. What do you see of your natural environment in the music?</td>
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</tr>
<tr>
<td>C. Students will film scenes of the natural environment and edit to correlate music with film or slides</td>
</tr>
<tr>
<td>D. Final presentation to class or other group</td>
</tr>
<tr>
<td>E. Teacher has option to divide class into smaller groups to explore different segments of the environment (eg. trees, sea, air, clouds)</td>
</tr>
</tbody>
</table>

### II. Outside Resource and Community Activities

<p>| A. Lakes and rivers in the area |
| B. Mass media class in high school |
| C. Camera club |
| D. Resource development class (science, ag., etc.) |</p>
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>Students can be encouraged to explore additional ecological projects, using these procedures.</td>
</tr>
<tr>
<td>Band Arrangements</td>
<td></td>
</tr>
<tr>
<td>Carl Fischer Pub.</td>
<td></td>
</tr>
<tr>
<td>312 So. Wabash Ave.</td>
<td></td>
</tr>
<tr>
<td>Chicago, Ill. 60604</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Music Series</strong></td>
<td></td>
</tr>
<tr>
<td>Bk. 6 Holt, Rinehart, Winston</td>
<td></td>
</tr>
<tr>
<td>The Moldau</td>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>The Moldau, Smetana (Time-Life Records Story of Great Music Slavic Concerts Side 2)</td>
<td></td>
</tr>
<tr>
<td>La Mer, Debussy</td>
<td></td>
</tr>
<tr>
<td>Fingal's Cave, Mendelsohn</td>
<td></td>
</tr>
<tr>
<td>Ebb Tide, Faxwell</td>
<td></td>
</tr>
<tr>
<td>The Sea, Arista Kerr, Rod McKuen</td>
<td></td>
</tr>
<tr>
<td>The Sky</td>
<td></td>
</tr>
<tr>
<td>The Earth</td>
<td></td>
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<tr>
<td>Project ICI Resource Center</td>
<td></td>
</tr>
<tr>
<td><strong>Community:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Continued and Additional Suggested Learning Experiences

Students can be encouraged to explore additional ecological projects, using these procedures.
BEHAVIORAL OBJECTIVES

**Cognitive:** Using a student written text concerning the water pollution, the students will collectively compose a melodic line for the lyrics.

**Affective:** The students will be alert to the problems of water pollution by intensive application of the word meanings to the melodies.

**Skills to be Learned**
Melodic Composition

<table>
<thead>
<tr>
<th>SUGGESTED LEARNING EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Student-Centered in class activity</strong></td>
</tr>
<tr>
<td>A. Prior to implementing the lesson assign students to write a ballad stanza centered around necessity of clean water.</td>
</tr>
<tr>
<td>B. Use a student's poem as an example and write it on the board.</td>
</tr>
<tr>
<td>C. Review the I, IV, II, V, VII, progression. Write the progression above the measures.</td>
</tr>
<tr>
<td>D. Measure off the text and put a time signature at the beginning.</td>
</tr>
<tr>
<td>E. Next above each syllable write the rhythmic pattern.</td>
</tr>
<tr>
<td>F. Next write the melodic pattern on the staff.</td>
</tr>
<tr>
<td>G. Have each student work out his own in the same manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Outside Community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Perform the relationship of other melodies.</td>
</tr>
<tr>
<td>B. Record performances to contribute to the community.</td>
</tr>
</tbody>
</table>
Adequate supply of pure water is essential for life.

Discipline Area: Music

Subject: Jr. High Vocal

Problem Orientation: Clean Water

Grade: 7-9

RATIONAL OBJECTIVES

Using a student account concerning pollution, the students will collectively learn the melodic line through the use of a ballad stanza centered around the necessity of clean water.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Prior to implementing the lesson, assign students to write a ballad stanza centered around the necessity of clean water.

B. Use a student's poem as an example and write it on the board.

C. Review the I, IV, II, V, VII progression. Write the progression above the measures.

D. Measure off the text and put a time signature at the beginning.

E. Next above each syllable write the rhythmic pattern.

F. Next write the melodic pattern on the staff.

G. Have each student work out his own in the same manner.

II. Outside Resource and Community Activities

A. Perform as an example of music tying into other areas at P.T.A. meetings.

B. Recording or songs in classroom as activity to accent concept.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>School owned music series</td>
<td></td>
</tr>
</tbody>
</table>

**Audio-Visual:**

**Community:**
5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

**Behavioral Objectives**

**Cognitive:** Given a known melody, the class will write lyrics dealing with the effects of air pollution which will fit the rhythmic patterns of the song.

**Affective:** Students will acknowledge that an adequate supply of clean air is essential to life.

**Skills to be Learned**

Lyric composition

**Suggested Learning**

I. Student-Centered in class activity

A. Review a familiar song, suggested examples:
   1. When The Saints Go Marching In
   2. This Land is Your Land
   3. America the Beautiful
   4. Dominique

B. Discussion related to air pollution
   1. What causes pollution?
   2. What is a solution to pollution?

C. List items of discussion on the board.

D. Put ideas in phrase form to fit melody.
   - Ex. When The Saints Go Marching In
   - Oh, When The Smog Comes Rolling In:
   - Then It's Time to Call Our Politicians
   - When The Smog Comes Rolling In.
   (Con't)
An adequate supply of clean air is essential because most organisms release the energy in their food. Discipline Area: Music  
Subject: General Music  
Problem Orientation: Clean Air  
Grade 7-9

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review a familiar song, suggested examples:</td>
<td>A. Prepare for P.T.A.</td>
</tr>
<tr>
<td>1. When The Saints Go Marching In</td>
<td>B. Prepare for community service clubs.</td>
</tr>
<tr>
<td>2. This Land is Your Land</td>
<td></td>
</tr>
<tr>
<td>3. America the Beautiful</td>
<td></td>
</tr>
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<td>C. List items of discussion on the board.</td>
<td></td>
</tr>
<tr>
<td>D. Put ideas in phrase form to fit melody. Ex. When The Saints Go Marching In Oh, When The Smog Comes Rolling In: Then It's Time to Call Our Politicians When The Smog Comes Rolling In. (Con't)</td>
<td></td>
</tr>
<tr>
<td>Resource and Reference Materials</td>
<td>Continued and Additional Suggested Learning (Con't from 1.)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Publications:</strong></td>
<td>E. Each student prepares his own song</td>
</tr>
<tr>
<td>School district owned music series</td>
<td>1. Select tune</td>
</tr>
<tr>
<td>The Golden Book</td>
<td>2. Reward song relating to air pollution</td>
</tr>
<tr>
<td>Audio-Visual:</td>
<td>F. Solo performance on tape to be presented in class.</td>
</tr>
<tr>
<td>Series recr.:</td>
<td></td>
</tr>
<tr>
<td>Tape recorder</td>
<td></td>
</tr>
</tbody>
</table>

**Community:**
Continued and Additional Suggested Learning Experiences

(Con't from I.)

E. Each student prepares his own song
   1. Select tune
   2. Reward song relating to air pollution

F. Solo performance on tape to be presented to class.
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>Cognitive: Students will</th>
<th>SUGGESTED LEARNING ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>rally report at least two conclusions regarding the relationship between raw material supply and instrument cost.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: Students will show respect for cost of materials and depletion of natural resources by taking care of band instruments.</td>
<td>II. Student investigation</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>A. Discuss the expense of instruments</td>
</tr>
<tr>
<td>Research</td>
<td>1. Students may list on the board the comparative cost of various instruments.</td>
</tr>
<tr>
<td>Cause &amp; effect thinking</td>
<td>2. What are some of the factors that determine the cost of instruments?</td>
</tr>
</tbody>
</table>

**Problem Orientation:** Natural resources

**Discipline Area:** Music

**Subject:** General
resources are not equally

distributed over the earth or over

greatly affect the conditions and quality of

<table>
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<tr>
<th><strong>OBJECTIVES</strong></th>
<th><strong>SUGGESTED LEARNING EXPERIENCES</strong></th>
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<td>Students will at least two</td>
<td>I. Student-Centered in class activity</td>
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<td>regarding supply and</td>
<td>A. Discuss the expense of instruments</td>
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<tr>
<td>depletion resources by</td>
<td>1. Students may list on the board the comparative cost of various instruments.</td>
</tr>
<tr>
<td>learned</td>
<td>2. What are some of the factors that determine the cost of instruments?</td>
</tr>
<tr>
<td>thinking</td>
<td>B. Student investigation</td>
</tr>
<tr>
<td></td>
<td>1. Find out raw materials used in the instrument</td>
</tr>
<tr>
<td></td>
<td>2. Show on the world map the location of the materials</td>
</tr>
<tr>
<td></td>
<td>C. Talk about geographical area of materials of instrument.</td>
</tr>
<tr>
<td></td>
<td>D. Discuss the depletion of rare natural resources</td>
</tr>
<tr>
<td></td>
<td>1. What has this done to the price of instruments?</td>
</tr>
<tr>
<td></td>
<td>2. What caused the depletion?</td>
</tr>
<tr>
<td></td>
<td>a. Piro (Con't)</td>
</tr>
</tbody>
</table>

Discipline Area: Music

Subject: General Music

Problem Orientation: Natural Resources Grade 7-9
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning Objectives</th>
</tr>
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<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>(Con't from I. D.)</td>
</tr>
<tr>
<td><strong>Grove's Dictionary of Music</strong></td>
<td>b. Population growth</td>
</tr>
<tr>
<td>and Musicians,</td>
<td>c. Over use</td>
</tr>
<tr>
<td>St. Martin's Press</td>
<td>E. Determine why a deep respect for care of the earth is needed, especially for band students.</td>
</tr>
</tbody>
</table>

**Audio-Visual:**
- RCA Inst. of the orchestra
- Inst. Charts
- Milton Cross' Inst. of the Orchestra

**Community:**
Continued and Additional Suggested Learning Experiences

(Con't from I. D.)

b. Population growth

c. Over use

E. Determine why a deep respect for care of instrument is needed, especially for band students.
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

**Cognitive:** The student will demonstrate his knowledge of raw materials used in making instruments by identifying on a map 12 geographic locations of these materials.

**Affective:** The students will be more sensitive to natural resources and their preservation, having researched this area.

**Skills to be Learned**
- Research
- Reporting
- Evaluating
- Predicting

**BEHAVIORAL OBJECTIVES**

<table>
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<tbody>
<tr>
<td><strong>I. Student-Centered in class</strong></td>
</tr>
<tr>
<td>A. Get a standard map of the world.</td>
</tr>
<tr>
<td>B. List areas of the world where the raw materials for the different musical instruments can be found.</td>
</tr>
<tr>
<td>C. Report on the scarcity of the different materials (oral)</td>
</tr>
<tr>
<td>D. Report on the isolation of the different materials in specific parts of the world (oral)</td>
</tr>
</tbody>
</table>
| E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Discussions can be carried on later in group lessons or individual private lessons. | }
Resources are not equally distributed over the earth or over the discipline area of music. This greatly affects the geographic subject of band and the quality of life. Problem orientation is Natural Resources.

GRADE 7-9

OBJECTIVES

1. Sensitive students will articulate his raw materials and the locations of these.

2. Sensitive students will articulate his raw materials and the locations of these.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

   A. Get a standard map of the world.

   B. List areas of the world where the raw materials for the different musical instruments can be found.

   C. Report on the scarcity of the different materials (oral)

   D. Report on the isolation of the different materials in specific parts of the world (oral)

   E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Discussions can be carried on later in group lessons or individual private lessons.

II. Outside Resource and Community Activities

   A. School, city, county libraries.

   B. Instrument manufacturing plants.

      1. Written requests for information.

      2. Ask for films on instrument manufacturing. Interview an instrument store owner (Retail)

         Questions:

         1. Has the price of instruments gone up due to shortage of materials?

         2. Are there any instruments that are no longer made of the material originally intended due to lack of original material.

    - Musical Instrument Libraries
    - Instrument Manufacturing Plants
    - Retail Stores

    - Written requests for information
    - Films on instrument manufacturing
    - Interviews with instrument store owners

    - Discussion of the scarcity of materials
    - Discussion of the isolation of materials

    - Oral reports on the scarcity and isolation of materials

    - Suggested 10 min. report to the band

    - Student-Centered in class activity
Resource and Reference Materials

Publications:
- Conn Chord
- Music Journal
- School Musician
- Instrumentalist
- MENC Journal
- Selmer Magazine

Audio-Visual:
- The Gifts 1-C-E Resource

Community:
- Oneida Standing Stone instrument repair project located in Green Bay.
- Affiliated with Musicians Repair & Supply, 2246 Willow St. Green Bay, Wis.

Continued and Additional Suggested Learning Experiences:

1. The report and map can be used as a lead-in to a field trip to an instrument manufacturing factory, for instance, LeBlanc in Kenosha.

2. Show a film or film strip dealing with depletion of natural resources.
1. The report and map can be used as a lead-in for a field trip to an instrument manufacturing plant, for instance, LeBlanc in Kenosha.

2. Show a film or film strip dealing with depleting natural resources.
8. Cultural, economic, social, and political factors determine the status of man's values and attitudes toward his environment.

**Behavicular Objectives**

**Cognitive:**

- Through studies of 3 musical productions, students will list 3 examples of environmental impacts which were factors in developing both plot & theme.

**Affective:**

- Students will become sensitive to different ways of life as reflected in music.

**Skills to be Learned**

- Listening skills
- Research skills
- Singing skills

**Suggested Learning Experiences**

**I. Student-Centered in class**

- Activity

  - **A. Select a musical production.** Study both the lyrics and melodic line by reading text if available and listening to recording of production.
  - **B. Discuss factors which influence composer.**
    1. Influence of economical factors
    2. Social, political factors of influence
    3. Environmental factors
  - **C. Select several selections and secure arrangements or themes and have students sing the score with thought to proper interpretation of mood.**
  - **D. Plays as read by the students relating the effects of the environment on plot & theme.** Nice dovetailing possible.

**II. Outside in activity**

- **Community**
  - A. Collection from nearby theatre
    1. Public
    2. Study & Analysis
  - **B. Film role of music**
    1. Portray
  - **C. Extra credit**
    1. Possible
Factors determine    Discipline Area  Music

Values and attitudes    Subject  Musicals-Their Origins & Themes

Problem Orientation  Values & Attitudes Grade 7-9

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Select a musical production. Study both the lyrics and melodic line by reading text if available and listening to recording of production.
   B. Discuss factors which influence composer.
      1. Influence of economical factors
      2. Social, political factors of influence.
      3. Environmental factors.
   C. Select several selections and secure arrangements or theme and have students sing the score with thought to proper interpretation of mood.
   D. Plays as read by the students relating the effects of the environment on plot & theme. Nice dovetailing possible.

II. Outside Resource and Community Activities
   A. Collect recordings from movie or theatrical production.
      1. Public library
      2. Students collections
   B. Film rental for showing of musical to students body either in evening or over series of noon hours. Admission charge to cover cost.
      Suggested musicals;
      1. Porgy & Bess
      2. Music Man
      3. Fiddler on the Roof
      4. King and I
      5. West Side Story
      6. The Sound of Music
   C. Extra credit assignment.
      Have student read novel upon which musical is based and report orally to class.
   D. English teacher as a resource-relating the environment of short stories.
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<td>Pub. Holt, Rinehart &amp; Winston</td>
<td></td>
</tr>
</tbody>
</table>

| Audio-Visual:                 |                                               |
| Tape recording                |                                               |
| Records                       |                                               |
| Films                         |                                               |

| Community:                    |                                               |
| Showing of film for student   |                                               |
| body and families in evening. |                                               |
| Admission charge to cover     |                                               |
| film cost.                    |                                               |
Continued and Additional Suggested Learning Experiences
<table>
<thead>
<tr>
<th><strong>Behavioral Objectives</strong></th>
<th><strong>Suggested Learning Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> Given a guitar, the student will demonstrate to the class at least 7 different ways of producing sounds on the guitar.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td></td>
<td>A. Student will be given a guitar to work with.</td>
</tr>
<tr>
<td></td>
<td>B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7)</td>
</tr>
<tr>
<td></td>
<td>1. Strike back</td>
</tr>
<tr>
<td></td>
<td>2. Strike sides</td>
</tr>
<tr>
<td></td>
<td>3. Strike front</td>
</tr>
<tr>
<td></td>
<td>4. Pluck strings</td>
</tr>
<tr>
<td></td>
<td>5. Strum strings</td>
</tr>
<tr>
<td></td>
<td>6. Slide objects on strings</td>
</tr>
<tr>
<td></td>
<td>7. Play strings with soft mallets</td>
</tr>
<tr>
<td></td>
<td>8. Retune strings</td>
</tr>
<tr>
<td></td>
<td>9. Place objects (marble)</td>
</tr>
<tr>
<td></td>
<td>C. Other students will make suggestion of other ways to produce sound on the guitar.</td>
</tr>
<tr>
<td></td>
<td>D. Other student specialties or instruments can also be used.</td>
</tr>
</tbody>
</table>

**Affective:** Student will find the variety of tones possible in a single musical instrument.
<table>
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<td>I. Student-Centered in class:</td>
</tr>
<tr>
<td>a. Student will be given a guitar to work with.</td>
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<tr>
<td>b. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7)</td>
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</table>

**Problem Orientation:** Manipulation of Sound

**Grade:** 7-9

**Discipline Area:** Music

**Subject:** General Music
Resource and Reference Materials

Publications:

Exploring Music, Gr. 7 p-64-65
Holt, Rinehart & Winston

Audio-Visual:

Community:
9. Man has the ability to manage, manipulate, and change his environment.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: By organizing separate environmental noises, the student will create and tape a short musical line containing correct rhythm and different pitches.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: The student should become aware of the differences between noise and music.</td>
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<tr>
<td>Skills to be Learned</td>
<td>II. Out-of-class activity</td>
</tr>
<tr>
<td>Orchestration</td>
<td>A. Student will select environmental noises about him, e.g.,</td>
</tr>
<tr>
<td>Notation</td>
<td>1. Pencil tapping</td>
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<td>Listening</td>
<td>2. Door closing</td>
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<tr>
<td>Operating tape recorder</td>
<td>3. Blind being pulled</td>
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<tr>
<td></td>
<td>4. Coughing</td>
</tr>
<tr>
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<td>B. The student will organize these sounds into a rhythmic music line.</td>
</tr>
<tr>
<td></td>
<td>C. This product will be notated on paper or taped and played back for the class.</td>
</tr>
<tr>
<td></td>
<td>D. The class should discuss the musical quality of the product.</td>
</tr>
</tbody>
</table>
as the ability to manage, "As I grow up, I have the ability to manage, \..."

Discipline Area: Music
Subject: General Music
Problem Orientation: Manipulate
Grade: 7-9

Environmental Sounds

**SUGGESTED LEARNING EXPERIENCES**

I. **Student-Centered in class activity**
   A. Student will select environmental noises about him, i.e.,
      1. Pencil tapping
      2. Door closing
      3. Blind being pulled
      4. Coughing
   B. The student will organize these sounds into a rhythmic music line.
   C. This product will be notated on paper or taped and played back for the class.
   D. The class should discuss the musical quality of the product.

II. **Outside Resource and Community Activities**
   A. Tape local and/or outside sounds.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Learning Ex</th>
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<td></td>
<td>2. Wood shop</td>
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<tr>
<td></td>
<td>3. Home Ec. room, etc.</td>
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</tbody>
</table>

Audio-Visual:
Tape recorder

Community:
Continued and Additional Suggested Learning Experiences

This episode may be expanded to sounds outside the classroom or set in a specific local such as the:

1. Art room
2. Wood shop
3. Home Ec. room, etc.
Man has the ability to manage, manipulate, and change his environment.

BEHAVIORAL OBJECTIVES

Cognitive: Students will create playable musical instruments from discarded 55 gallon oil drums.

Affective: Students will recognize the possibilities inherent in recycling.

Skills to be Learned
1. Tuning of musical instruments
2. Safe use of small hand tools.
3. Fire safety

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Discuss different instruments that can be made from raw materials, ex. drums, rattles, whistles
   B. Introduce movie Music From Oil Drums
      1. Identify Pete Seeger
      2. Locate the setting of the movie (Trinidad)
   C. Discussion of movie
      1. Population composition and why?
      2. Reasons for banning reg. percussion instr.
      3. Ecological problem orientation at recycling
   D. Study directions from book to determine feasibility of positive follow up.
   E. Follow up by attempting to make such an instrument.
      The actual attempt of constructing this drum because of the length of time and facilities must be an outside class activity.
Discipline Area: **Music**  
Subject: **Elementary Vocal**  
Problem Orientation: **Recycling**  
Grade: **7-9**

<table>
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<td>1. P.T.A.</td>
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<tr>
<td>2. Service clubs</td>
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<td>3. School assemblies</td>
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<td>4. Local radio or TV</td>
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<td>facilities must be an outside</td>
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<tr>
<td>class activity.</td>
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</tbody>
</table>
Resource and Reference Materials

Publications:
Making and Tuning An Oil Drum,
By Pete Seeger
Folkways Records
New York, N.Y. $3.45
Exploring Music, Bk. 6
Holt, Rinehart & Winston

Audio-Visual:
Film
Music from Oil Drum
1954 Pete Seeger
Folkways Records
BAVI #0713 $3.50

Continued and Additional Suggested Learning:

1. Additional instruction can be provided by playing the instrument after its completion.
2. A complete set consisting of soprano, alto, and bass drums can be built and tuned.

Community:
Additional and Additional Instruction can be provided in:

1. Playing the instrument after its completion.
2. Complete set consisting of soprano, alto, tenor, and bass drums can be built and tuned.
Cognitive: Given a pair of cymbals, the student will demonstrate to the class at least 5 different ways to produce 5 different sounds.

Affective: Student will make application of sound theory to noise management.

Skill to be Learned: Playing

SUGGESTED LEARNING EXPERIENCE

I. Student-Centered in class activity
   A. Student will be given a pair of cymbals.
   B. Student will try to find as many different ways as possible to produce sound on the cymbals (at least five)
      1. Crash straight
      2. Crash with slicing motion
      3. Rub together
      4. Strike and hold close to drumhead
      5. Use a well voiced bow
      6. Put vibrating cymbal in water
   C. Student will demonstrate his "five sounds" to the class.

Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result - cost - efficiency?
SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Student will be given a pair of cymbals.
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   C. Student will demonstrate his "five sounds" to the class.
   Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result-cost-efficiency?

II. Outside Resource(s)
   A. Band director
   B. Percussionist
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additions</th>
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<tbody>
<tr>
<td>Publications:</td>
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<tr>
<td>Exploring Music, Gr. 8</td>
<td></td>
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<tr>
<td>p. 108-109</td>
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</table>

Audio-Visual:

Community:
9. Man has the ability to manage man's environment.

Discipline Area: Behavioral Science
Subject: Environmental Science
Problem Orientation: Human-Centered Design

BEHAVIORAL OBJECTIVES

Cognitive: After listening to the tape prepared in class, the student will show his knowledge of acoustical treatment by writing a report dealing with the results.

Affective: The student will develop increased appreciation for quality acoustical treatment.

Skills to be Learned
- Deductive thinking
- Listening
- Reporting

SUGGESTED LEARNING ACTIVITIES

I. Student-Centered in-class activity

A. Play a record at a definite volume setting and record through microphones on tape at a definite volume setting.
   1. With only one person in the room.
   2. With the whole class in the room.
   3. With as many people in the room as possible.
   4. With rugs on floors, drapes and blankets hung on windows, doors, etc.

B. Students will observe by listening to the tape how acoustical treatment of the room affects volume and tone of a musical performance.

C. Students will write a report covering each of the 4 room treatments stating the volume and changes resulting.
**Discipline Area**  | Music  
---|---  
**Subject**  | General Music  
**Problem Orientation**  | Acoustical Treatment - Grade 7-9  

## General Objectives

After listening prepared in class, the student will have knowledge of treatment and record through microphones on tape at a definite volume setting.  
1. With only one person in the room.  
2. With the whole class in the room.  
3. With as many people as possible in the room as possible.  
4. With rugs on floors, drapes and blankets hung on windows, doors, etc.

B. Students will observe by listening to the tape how acoustical treatment of a room affects volume and tone of a musical performance.

C. Students will write a report covering each of the 4 room treatments stating the volume and tonal changes resulting.

## Suggested Learning Experiences

I. Student-Centered in class activity

A. Play a record at a definite volume setting and record through microphones on tape at a definite volume setting.

B. Students will observe by listening to the tape how acoustical treatment of a room affects volume and tone of a musical performance.

C. Students will write a report covering each of the 4 room treatments stating the volume and tonal changes resulting.

II. Outside Resource and Community Activities

A. Student library research (Reader's Guide to Periodical Literature) selected magazines.
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<thead>
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<tr>
<td>Noise Pollution,</td>
<td></td>
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<tr>
<td>O'Donnell &amp; Lauaroni,</td>
<td></td>
</tr>
<tr>
<td>page 76</td>
<td></td>
</tr>
</tbody>
</table>

| Audio-Visual:                   |                                             |
| Tape recorder                   |                                             |
| Phonograph                      |                                             |

| Community:                      |                                             |
| Blankets                        |                                             |
| Drapes                          |                                             |
| Rugs                            |                                             |
| Acoustical tiles                |                                             |
| Foxes                           |                                             |
Continued and Additional Suggested Learning Experiences
10. Short-term economic gains may produce long-term environmental losses.

**DEVELOPMENTAL OBJECTIVES**

**Cognitive:** Students will demonstrate their knowledge of the merits of tape over disc recordings by listing 3 advantages of tapes in oral class reports.

**Affective:** Students will develop a sensitivity to purchasing items with long term values.

**Skills to be Learned**
1. Research skills
2. Reporting skills
3. Listening skills
4. Operating tape & record players

**SUGGESTED LEARNING EXPERIENCES**

**I. Student-Centered in class**

A. Students will bring old disc 45 R.P.M. records and cassette tapes and conventional tapes and recorder to class.

B. After listening to several of the records determine which are of little further value. 45 R.P.M. recordings are generally pop tunes and may become dated.
1. Which records do you consider of no further value?
2. Would you keep these records for further playing?
3. If not, what further use would this 45 disc be?

C. Listen to cassette tape recording and discuss comparison of sounds of cassette as compared to older 45's.
(Con't)
Short-term economic gains may
face long-term environmental
risks.

**Behavioral Objectives**

1. Students will update their knowledge
   of tape recordings by listing the
   ages of tapes in their reports.
2. Students will develop sensitivity
   in sensing items with business values.

**Skills to be Learned**
- Critical skills
- Listening skills
- Writing skills
- Minnesota 45 tape 
  & players

**Suggested Learning Experiences**

**I. Student-Centered in class activity**

A. Students will bring old discs 45 R.P.M. records
   and cassette tapes and conventional tapes and
   recorder to class.
B. After listening to several
   of the records determine
   which are of little further
   value. 45 R.P.M. recordings
   are generally pop tunes
   and may become dated.
   1. Which records do you consider of no further
      value?
   2. Would you keep these
      records for further
      playing?
   3. If not, what further use
      would this 45 disc be?
C. Listen to cassette tape
   recording and discuss
   comparison of sounds of
   cassette as compared
   to older 45's.

**II. Outside Resource and Community Activities**

A. Student owned records
   tapes and players.
Resource and Reference Materials

Publications:

Continued and Additional Suggested Learning (Cont'd from I. C.)
1. Does continual use of 45 records cause of recordings?
2. What effect does continual use have on recordings?
D. Compare long term use of tapes as a very not apparent with 45 recordings.
1. Can a tape recording be re-recorded?
2. Can a disc recording be re-recorded?
E. Show through comparison the advantage of tape as compared with disc records amount of music
F. Students should list 3 advantages of as compared to disc recorded 45's.
1. Tapes may be re-recorded
2. Less space required for storage
3. Less deterioration caused by continued

Audio-Visual:
Tape recorder
Cassettes
Phonograph

Community:
Continued and Additional Suggested Learning Experiences

(Con't from I. C.)

1. Does continual use of 45 records cause deterioration of recordings?
2. What effect does continual use have on tape recordings?

D. Compare long term use of tapes as a value which is not apparent with 45 recordings.
1. Can a tape recording be re-recorded?
2. Can a disc recording be re-recorded?

E. Show through comparison the advantage of storage of tape as compared with disc records of similar amount of music

F. Students should list 3 advantages of tape recording as compared to disc recorded 45's.
1. Tapes may be re-recorded
2. Less space required for storage
3. Less deterioration caused by continued use.
**BEHAVIORAL OBJECTIVES**

**I. Activity Suggested in Class**

**A.** Students will bring old 45 rpm records to class.

**B.** Students will list on paper the number of records they brought.

**C.** Students will perform the following calculations:

1. Multiply each figure for records brought by $.90.
2. Divide students into small groups with a chairman for each to discuss a project to utilize their records.

**D.** Divide students into small groups with a chairman for each to discuss a project to utilize their records.

**II. Student-Centered in Class Activity**


**1.** Short-term economic gains may produce long-term environmental losses.

**2.** The students will accept the evidence in favor of long-term values over short-term gains.

**3.** The students will weigh the comparative values of disc to tape recordings in a written report.

Skills to be Learned:

- Group discussion
- Cause and Effect Learning
- Report writing

**Cognitive:** The students will weigh the comparative values of disc to tape recordings in a written report.

**Affective:** The students will accept the evidence in favor of long-term values over short-term gains.

**Behavioral:** The students will accept the evidence in favor of long-term values over short-term gains.
SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in Class
   A. Students will bring old 45 R.P.M. records to class and teacher play excerpts from six records.
   B. Students will list on paper the number of records they each brought and multiply that figure by $.90.
   C. Discussion led by the teacher relative to:
      1. How much money was spent on records brought to class?
      2. Was this money put to good use?
      3. What good are the records now?
   D. Divide students into small groups with a chairman for each to discuss their records.

II. Outside Resource and Community Activities
   A. Art teacher
   B. Industrial arts teacher

SUGGESTED LEARNING EXPERIENCES

I. Outside Resource and Community Activities
   A. Art teacher
   B. Industrial arts teacher

II. Inside Resource
   A. Music teacher
Resource and Reference Materials
Publication:

Continued and Additional Suggested Learning Activities:
(Con’t from I. D.)
2. Melt records to make models of cars,
3. Make wall decorations for music room
4. Make door stops, paper weights.

Audio-Visual:
Student record collection

Community:
Continued and Additional Suggested Learning Experiences

(Con't from I. D.)
1. Melt records to make models of cars, etc.
2. Make wall decorations for music room.
3. Make door stops, paper weights.
BELIEF/OBJECTIVES

I. Skills to be Learned

1. Performing

2. Listening

3. Skills involved in controlling loudness limits in vocal and instrumental parts

4. Dynamic blend

II. Individual acts, duplicated or compound, produce significant environmental alterations over time.

III. Behavioral objectives

A. Cognitive: Through discussion students will demonstrate knowledge of varieties of noise pollution damage to hearing.

B. Affective: Students will develop awareness of safe decibel levels.

C. SUGGESTED LEARNING EXPERIENCES

I. Student-centered in class

A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast at a controlled level for a better appreciation of the intrinsic value of the music.

B. Discuss the difference related to:

2. Provide a comparison to Aural Equip.

1. Music for music's sake

2. Distortion and by contrast at a controlled level--for a better appreciation of the intrinsic value of the music:

Sample questions:

1. Can you hear the melody at the loudest decibel level?

2. What part of the instrumentation is most predominant at the loudest setting?

3. Why can the musical elements of that selection be better appreciated by the listener at the more controlled level?
### SUGGESTED LEARNING EXPERIENCES

#### I. Student-Centered in Class

A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast, at a controlled level for a better appreciation of the intrinsic value.

B. Discuss the difference related to:
   1. Music for music's sake
   2. Damage to auditory equipment

Sample questions:
1. Can you hear the melody at the loudest decibel level?
2. What part of the instrumentation is most predominant at the loudest setting?
3. Why can the musical elements of that selection be better appreciated by the listener at the more controlled level?

#### II. Outside Resource and Activity

A. Reference readings on hearing loss from noise pollution.

B. An eye, ear, nose, and throat specialist to talk on contributing causes to hearing loss.

### Subject

<p>| Discipline Area | Problem Orientation | Noise Pollution | Grade 7-9 |</p>
<table>
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<td>By: O'Donnell &amp; Lavaron</td>
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<tr>
<td>Pub: Addison-Wesley, Inc.</td>
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<td>Audio-Visual:</td>
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<tr>
<td>Tape Recorder</td>
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<td>Community:</td>
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</table>

(Con't from I. B.)

- moderate loudness setting?
- throbbing headache to total insensitivity to hearing?

C. Students will bring tapes of other noises, such as:
   1. Factory noises.
   2. Traffic sounds at predetermined moderate loudness setting.
   4. Sounds in a study hall.
4. Aside from the obvious results ranging from a throbbing headache to total insanity, what are the medical findings on excessive noise as related to hearing?

Students will bring tapes of other kinds and sources of noise pollution such as:

1. Factory noises.
2. Traffic sounds at predetermined times of the day.
4. Sounds in a study hall.
Private Ownership must be regarded as a stewardship and should not encroach upon or violate the rights of others.

BEHAVIORAL OBJECTIVES

Cognitive: The group assigned investigation will determine the implications involved in the use of background music through an oral class report.

Affective: The students will develop an awareness of the implications of background music use.

Skills to be Learned

Investigative Reporting Discussion

SUGGESTED LEARNING EXPERIENCE

1. Student-Centered in class activity
   A. A small group of students will investigate all of the places in their hometown where there is background music.
      1. TV
      2. Movies
      3. Supermarkets
      4. Drug stores
      5. Street corners
      6. Schools
      7. Hospitals
      8. Etc.
   B. Group presents findings to the class. Include why businessmen use the background music.
   C. Class discussion
      1. Is this an infringement on other peoples rights?
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<td>C. Class discussion</td>
</tr>
<tr>
<td>1. Is this an infringement on other peoples rights? (cont.)</td>
</tr>
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II. Outside Resource and Community Activities

A. Host of the investigation must take place in the community.

B. Ask businessmen why they use background music. Give sample interview questions so that student goes prepared.
Resource and Reference Materials

Publications:

Audio-Visual:

Community:

Businessmen
School Administrators
Hospital Administrators
City Council

Continued and Additional Suggestions

I. (cont.)
   2. Why is this done?
   3. Should anything be done a
Continued and Additional Suggested Learning Experiences

I. (cont.)
   2. Why is this done?
   3. Should anything be done about it?
12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Students will research the subject of musical popularity poll of the top 5 tunes for 6 weeks.

**Affective:** The student should develop tolerance for the musical preferences of others.

**Skills to be Learned**

Conducting polls. Discussion

**SUGGESTED ACTIVITY**

**I. Student-Centered in CLB activity**

A. At the beginning of the first meeting of the students will write ballot their choice of the top pop tune of the week. Two students then tally the votes and list the top 5 in descending order. This continue for 5 more weeks.

B. After 6 weeks of voting students will tally the statistics.

1. What % of the top 5 never made the top 5?
2. What % of the total number of tunes on ended up in the top 5?
3. What % of the total number of votes in the top 5 group get?
4. Was the selection of the top 5 really representative of the popular choice?

C. Discussion of the statistics

1. How valid is our musical poll?
plinpline Area

Music General music

II. Outside Resource and Community Activities

A. Compare the class' top 5 with:

1. Dept. store poll flyers.
2. Radio station polls.
3. Newspaper polls.
4. Billboard magazine poll.

Our popular tune of the week, write on a piece of paper. The teacher will then display all the guesses and we will determine the winner(s). This will continue for more weeks.

The top 5 tunes will change each week. Our winning tune will change weekly.

To determine the total number of votes each tune received, we will tally the votes and add them together. The tune with the highest votes will be declared the most popular.

Weekly statistics will be recorded. This will help us determine which tunes are popular.
Resource and Reference Materials

Publications:
- Billboard Magazine

Audio-Visual:

Community:
- Department stores
- Music stores
- Radio stations

I. (cont.)
2. Does everyone...
3. Do people like?
4. Does this in their p...
5. How should others?

The poll may be... interest.
The weekly res jo... for ra...
A final top 10 school year.
Continued and Additional Suggested Learning Experiences

I. (cont.)
1. Does everyone like the same tunes?
2. Do people agree as to the kind of music they like?
3. Does this necessarily make the majority correct in their preferences?
4. How should we feel about the preferences of others?

The poll may be continued all year to maintain interest.
The weekly results may be released to local disc jockeys for radio release.
A final top 10 may be released at the end of the school year.
PROJECT I-C-E Episode Evaluation Form (Reproduced)

Please fill in:

Subject: __________________
Grade: ________________
Concept No. Used: ______

<table>
<thead>
<tr>
<th>Poor</th>
<th>Good</th>
<th>Exc.</th>
</tr>
</thead>
</table>

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)

In commenting on each episode use form. Feel free to adapt it and your critiques and comments - negative hand column, please rate (poor, good) make specific comments or suggestions provided to help us make this a more...
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.

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Project I-C-E
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