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).
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 3-8-93-4
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
Robert Warpinski, Asst.
Robert Kellner, As
George Howlett, EB
PROGRAM FOR ENVIRONMENTAL EDUCATION

Music

GRADE: High School

Title III E.S.A.

Assisting students being

in CESA 3-8-97-1 national

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.
"Oikus" for house is the Greek origin of the term "ecology". Enviro 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 environs, our many "houses" if we omit rancor and cite long range complexities. Cur "oikus" uses the insights of all subjects. Thus, a multidisciplinary program like ours necessarily results. Also, since 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 supple to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students best to adapt or adopt. Limitless chances are here for your experiment. Many episodes are self contained, some open-minded, still others can developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide hard and no curriculum will work unless viewed in the context of your study 4. React to this guide with scratch ideas and notes on the episode 5. After using an episode, fill out the attached evaluation form in the duplicate, 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 out 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 resources. Our address and phone number is on this guide's cover. Feel free 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. Affective refers to student attitudes, values, and feelings.
PREFACE

The Greek origin of the term 'ecology'. Environmental education--whatever or wherever it may be. Like an umbrella, our house can fit many ranges--natural and man-made. We can add quality to our many "houses" if we omit rancor and cite long range gains, costs, and values. Our "oikus" uses the insights of all subjects. Thus, a rational, positive, program like ours necessarily results. Also, since attitudes grow over the program ranges K thru 12. The environment mirrors our attitudes or long range gains, costs, and values. The "oikus" of our collective and individual "houses" will become masters of our house by replacing the Greek adage of "Know thyself" with "Know thyself and thine house."

This guide, designed by your fellow teachers, is supplementary in nature--appropriately into existing, logical course content. Each episode offers suggestions. Knowing your students best, you decide what to adopt. Limitless chances are here for your experimentation and usage. Episodes are self contained, some open-minded, still others can be changed or over a few days. We have here your students' work. Your curriculum will work unless viewed in the context of your students. Use, or request more of these forms. Send them singly or collectively to us. Your reactions or suggestions--negative and positive. Your reactions are the key in telling us "what works" and in aiding our revisions of the episodes.

ABBREVIATIONS

Project ICE Resource Materials Center serving all public and non-public schools in CESA 3, 8, and 9. Check the Project ICE Bibliography of available material. Your address and phone number is on this guide's cover. Feel free to write or request assistance. The Project, Bureau of Audio Visual Instruction, 1327 University Avenue, P. C. Box 2093, Madison, Wisconsin 53701 (Phone: 608-262-1644).

"Mastery" means a measurable mental skill, ability, or process based on factual data. Prefers to student attitudes, values, and feelings.
ACKNOWLEDGEMENTS: The following teachers and consultants participated in the Supplementary Environmental Education Guides:

CESA #3

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Harold Lindhorst, St. Martin (L)
Dennis Lord, Little Wolf
Robert Meyer, Neenah
Arnold Neuville, Shiocton
James Muthals, Lourdes
Connie Peterson, St. Martin (L)
Rosemary Rafath, Clintonville
Mark Reddel, St. Martin (L)
Gladys Roland, Little Wolf
Kathryn Rowe, Appleton
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Edwin Schaefer, Kaukauna
Lee Smoll, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvera, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
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Warren Wolf, Kimberly
Gery Farrell, Menasha

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Donna Hale, Winneconne
James Huss, Freedom
Mary Jonet, Holy Angels
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Richard Switzer, Little Chute
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Jack Giachino, Seymour
Mike Gleffe, St. Matthews
Herbert Hardt, Gibraltar
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Joseph Hucet, Pulaski
Catherine Huppert, DePere
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Kris Karpinen, West DePere
Mel Kasen, Gibraltar
Jack Koivisto, Green Bay
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Ellen Lotz, West DePere
Judilyn McGowan, Green Bay
Priscilla Mereness, Wrightstown
C. I. 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.
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 perform the music in a manner acceptable to the director.

**Affective:** The student will gain increased awareness of how music interprets our changing environment and can change our moods.

**Skills to be Learned**
- Playing skills
- Marching skills

**Suggested Learning**

1. **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.

   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)
Mus

Discipline Area: Music

Subject: Marching Band - Halftime Show

Problem Orientation Sun & Season Grade H.S.

SUGGESTED LEARNING EXPERIENCES

| 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. |
| 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) |
| II. Outside Resource and community Activities. |
| A. Perform at high school game |
| B. Perform at college game |
| C. Perform for professional game |
Resource and Reference Materials

Publications:
Band and Choral Guide
Carl Fischer of Chic.
312 S. Wabash Ave.
Chicago, Ill. 60604

Band Cumulator
Sioux City Music Supply
316 Commerce Building
Sioux City, Iowa 51101

The Show Band
The Instrumentalist Company

Audio-Visual

Continued and Additional Suggestions

II. (cont.)

4. Spring - April Showers - is Busting Out All Over Flower - Heart)
5. Summer - Yankee Doodle -
5. Summertime - Summertime (Fishing Rod - Firecracker)
6. Return to Opening Concert Opening music.

Narration should compliment focus attention on the sun's impact
II. (cont.)

4. Spring - April Showers - April in June - June is Busting Out All Over (suggested formations - Flower - Heart)

5. Summer - Yankee Doodle - Lazy Bones - Good Ole

5. Summertime - Summertime (suggested formations - Fishing Rod - Firecracker)

6. Return to Opening Concert Formation. Repeat Opening music.

Narration should compliment formations and focus attention on the sun's impact and resulting seasons.
3. Environmental factors are limiting on the number of organisms living within their influence, thus, each environment has a carrying capacity.

**Behavioral Objectives**

**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

**Suggested Learning**

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.
Musical factors are limiting the ability of organisms living in a carrying capacity. Hence, thus, each of the I. Student-Centered in class activity
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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.)
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested</th>
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<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td>I. H. (cont.)</td>
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<td>2. Discuss effect on intonation</td>
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<td>3. Discuss effect on mental att</td>
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<td>performance:</td>
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<td>a. in the large area</td>
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<td>b. in the smaller area</td>
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<td>c. in the acoustically treated</td>
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<td>I. Relate the carrying capacity</td>
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<td>environment to the carrying</td>
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<td>natural environment.</td>
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<td></td>
<td>J. Students will write a report</td>
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<td>effect of acoustical treatment</td>
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<td>performance, using at least 1</td>
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<tr>
<th>Audio-Visual</th>
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<tbody>
<tr>
<td>Tape recorder</td>
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<td>Closed circuit TV</td>
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<tr>
<th>Community:</th>
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<tbody>
<tr>
<td>School concerts</td>
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<tr>
<td>Civic concerts</td>
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<tr>
<td>Dances (school &amp; community)</td>
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</tbody>
</table>

A. Experiment can be attempted with the band.

B. Have students go to concerts at school and report on the size of group in relation to the size of performance area.
   1. Could students hear solo?
   2. Was the group too loud for the hall when passages were performed?

C. Apply especially in solo-ensemble.
   Single performances will be always suited to performances...
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.
4. An adequate supply of pure water is essential for life.

**Discipline Area**  
Mus

**Subject**  
Ma

**Problem Orientation**

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING</th>
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<tbody>
<tr>
<td>Cognitive: The students will perform the music and march in a manner acceptable to the director.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: The students will show an increased awareness of music as it interprets our need for a proper water supply.</td>
<td>A. Band music arrangements will be selected by instructor which will be identified with a particular effect of water on our everyday life.</td>
</tr>
</tbody>
</table>

**Skills to be Learned**
- Playing skills
- Marching skills
- Performance skills.

B. Suggested Program:
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
<table>
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</table>

**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.
Resource and Reference Materials

Publications:
Carl Fischer of Chicago
312 S. Wabash Avenue
Chicago, Ill. 60604

Pepper Music Reference Guide
J.W. Pepper of Detroit
373 Minnesota Street
Troy, Michigan 48084

Ward Brodt Music Company
315 N. Henry Street
Madison, Wisconsin

Audio-Visual:

Community:

Continued and Additional Suggestions:

I. (cont.)

4. Move to formation of Up falling from "Heavens"
   Music: Raindrops Keep
   April Showers

5. Conclude by returning the
   Music: (Select titles
   obligation to respect
   life; man's obligation
   resource.)
The Water is Wide - Wa

*Note to the instructor:
It will be necessary to accompany program. It is
write the narration once
formations have been deci
Continued and Additional Suggested Learning Experiences

I. (cont.)

4. Move to formation of Umbrella (Emphasis on water falling from "Heavens" etc.)
   Music: Raindrops Keep Falling, etc.
   April Showers

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

*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.
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: The students will perform the music in a manner acceptable to the director. |
| Affective: The student will show an increased awareness of how music interprets our need for proper air supply. |

**Skills to be learned**

- Playing skills
- Marching skills
- Performance skills

**SUGGESTED LEARNING EXPERIENCES**

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.)

Discipline Area: Music
Subject: Marching
Problem Orientation: Air
The supply of clean air is used by most organisms, through respiration, to use the energy in their metabolism.

I. SUGGESTED LEARNING EXPERIENCES

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
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      (1) Oil Lamp
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<tr>
<td>316 Commerce Building</td>
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<td>Sioux City, Iowa</td>
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<td>The Sho' Band</td>
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<td>The Instrumentalist Company</td>
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<td>Evanston, Illinois</td>
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<td><strong>Audio-Visual:</strong></td>
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<td><strong>Community:</strong></td>
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</table>

3. Formation of sailboat or windmill
   Suggested music - Sailing, Sailing
   Stormy Weather
   In An Old Dutch Gal
   Impress that wind is a force or is a force of energy

4. Formation of Kite Parachute
   Suggested Music - Drifting and Dream
   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
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
C. 7. Factors such as facilitating
    o
    N transportation, economic conditions,
    C populations growth, and increased
    P
    T leisure time have a great influence
    on changes in land use and centers
    of population density.

BEHAVIORAL OBJECTIVES

Cognitive: Students will
    orally report and/or ill-
    ustrate through their choice
    of media, at least 10 changes,
    in the band or choral program
    and the reason for these
    changes.

Affective: 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.

Skills to be Learned:
    Reporting
    Research
    Accumulating data

SUGGESTED LEARNING ACTIVITY

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
### Suggested Learning Experiences

#### I. Student-Centered in Class
- Activity: Students research annuals, recordings, past newspaper, films, video.
- Influence: For the purpose of developing the history of the band or chorus.

#### II. Outside Resource and Activity
- Community: A. Students interview alumni, faculty, retired faculty, members of the community for the purpose of developing the history of the band or chorus.
- A. Past directors interviews.
- B. Alumni, retired directors, retired faculty, retired members of the community.
- C. Areas to be considered:
  1. Changes in school curriculum effects
  2. Urban-Rural impact
  3. Economic factors
     - Student employment
     - Community, social economic status
  4. Population changes
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
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<tr>
<td><strong>Publications:</strong></td>
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<tr>
<td>School Annuals</td>
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<td>Local newspapers</td>
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<td>School newspapers</td>
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<td>Past concert programs</td>
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<td><strong>Audio-Visual:</strong></td>
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<td>Tape recordings</td>
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<td>Video tapes</td>
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<td>Films</td>
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<tr>
<td><strong>Community:</strong></td>
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<tr>
<td>General public</td>
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<td>Peer reviews</td>
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Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**BEHAVIORAL OBJECTIVES**

| Cognitive: Students will perform specific music of a concert at a competency level set by the director. |
| Affective: Students should increase their awareness of the beauties of our environment through performance of this music. |

**Skills to be Learned**
- Playing skills
- Listening skills

**SUGGESTED LEARNING EXPERIENCES**

| I. Student-Centered in class activity |
| II. Outdoor 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. Edmundds
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/Herfurth
10. America, Polster
<table>
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<tr>
<th>EXPERIENCES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
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<tbody>
<tr>
<td>I. Student-Centered in class activity</td>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. The band or chorus will perform a concert dealing with the environment and/or environmental problems</td>
<td>A. Concert presented to public</td>
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<tr>
<td>B. Suggested list for Band</td>
<td>B. TV performance</td>
</tr>
<tr>
<td>1. Wade In the Water, Arr. Edmundds</td>
<td>C. Radio performance</td>
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<tr>
<td>2. This is My Country, Jacobs/Ades</td>
<td>D. School assembly</td>
</tr>
<tr>
<td>3. Canyon Sunrise, Gray</td>
<td></td>
</tr>
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<td>4. Night Wind, Thielman</td>
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<tr>
<td><strong>Publications:</strong></td>
<td>(Con't from I.)</td>
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<tr>
<td>Carl Fischer of Chicago, Catalog</td>
<td>C. Suggested list for Chorus</td>
</tr>
<tr>
<td>312 S. Wabash Ave.</td>
<td>1. Flower of Beauty</td>
</tr>
<tr>
<td>Chicago, Ill. 60604</td>
<td>Clements</td>
</tr>
<tr>
<td>Malecki Music Inc. Catalog</td>
<td>2. I Heard a Forest Praying</td>
</tr>
<tr>
<td>2040 Division Ave. S.</td>
<td>DeRose</td>
</tr>
<tr>
<td>Grand Rapids, Mich. 49507</td>
<td>3. To Spring</td>
</tr>
<tr>
<td>Schmitt Music Catalog</td>
<td>J.S. Bach/Gordon</td>
</tr>
<tr>
<td>89 S. 10th St. Minneapolis, Minn.55403</td>
<td>4. Ah, Lovely Springtime</td>
</tr>
<tr>
<td>Sioux City Music Supply Catalog</td>
<td>Hassler-Knight</td>
</tr>
<tr>
<td>316 Commerce Building</td>
<td>5. Green Fields</td>
</tr>
<tr>
<td>Sioux City, Iowa 51101</td>
<td>Gilkysen-Dehr-Miller-Hayward</td>
</tr>
<tr>
<td>J.W. Pepper of Detroit Catalog</td>
<td>6. Roots and Leaves</td>
</tr>
<tr>
<td>373 Minnesota St. Troy, Mich. 48084</td>
<td>Williams</td>
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<td></td>
<td>7. Loveliest of Tree</td>
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<td>Mechem</td>
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<td>8. Springtime</td>
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<td>D. Appropriate program notes are written by</td>
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<td>to impress upon the audience the neces</td>
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<td>pr serve our resources</td>
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<td>E. Student written narration</td>
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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
Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Students by listing four characters of uniform care will demonstrate a knowledge of caring for said uniforms.

Affective: The student will show and demonstrate through live presentation his knowledge of stewardship and how it relates to the band or chorus.

Skills to be Learned
- Interviewing
- Research
- Judgment making
- Public speaking

**SUGGESTED LEARNING EXPERIENCE**

**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)
Ownership must be as a stewardship and should not be upon or violate the stewardship right of others.

**Subject:** Band & Chorus

**Problem Orientation:** Stewardship

**Grade:** H.S.

### TRVAL OBJECTIVES

**Students by characters** will demonstrate knowledge of caring for uniforms.

**Students will** demonstrate presentation of stewardship.

**Art** relates to chorus.

### LEARNED

**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)

### SUGGESTED LEARNING EXPERIENCES

**II. Outside Resource and Community Activities**

- **A.** High school students
- **B.** Parents
- **C.** Teachers (past music)
<table>
<thead>
<tr>
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</tr>
<tr>
<td></td>
<td>1. All buttons on</td>
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<tr>
<td></td>
<td>2. No tears-seams</td>
</tr>
<tr>
<td></td>
<td>3. Proper cleaning and pressing</td>
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<td></td>
<td>4. Proper maintenance of all accessories</td>
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<td>E. Other areas which are applicable:</td>
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<tr>
<td>1. Music care</td>
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<tr>
<td>2. Care of instrument</td>
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<tr>
<td>3. Care of basic room furniture</td>
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</table>

**Audio-Visual:**

**Community:**
Continued and Additional Suggested Learning Experiences
(Con't from I. D.)

1. All buttons on
2. No tears-seams
3. Proper cleaning and pressing
4. Proper maintenance of all accessories

E. Other areas which are applicable:
1. Music care
2. Care of instrument
3. Care of basic room furniture
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. Your critiques and comments - negative and positive - in the hand column, please rate (poor, good, excellent) and make specific comments or suggestions if possible to help us make this a more usable guide.

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

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