

Title of Session: Music Across the Curriculum: Music and Grammar

Moderator: Leo LaBarge

Title of File: 20061113musicgrammar

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Room: ArtsSites Group

BJB2: Leo, would you like to start with introductions?

LeoL: Sure

LeoL: We usually introduce ourselves

FredK: I am a tutor for literacy

ChristinCe: got it

BJB2: I'm a communications teacher in Pennsylvania

LeoL: I'm Leo LaBarge, a drummer and teacher from northern New Jersey

FredK: at the Pushmataha County Literacy Council;

LoraAB: middle school teacher from NJ

FredK: in SE Oklahoma

ChristinCe: I am Christina Cereghini and I am an English teacher at Southwest Learning Academy in Little Rock AR

LeoL: what grade level is that Christina?

DavidWe: I'm David Weksler - I'm probably 40 miles from Leo in Bergen County, New Jersey (about 15 miles from Times Square) - I'm one of the HelpDesk volunteers in Tapped In

ChristinCe: 9-12 English, Communications, Mythology, Modern Grammar, Survey of Fine Arts

LeoL: ty Christina, well out of my league:)

ChristinCe: my principal is crazy, he thinks teachers are superheroes

LeoL: Shall we, BJ?

BJB2 hands the virtual floor over to Leo

BJB2 . o O (with a drum roll)

LeoL: crash!

DavidWe smiles

LeoL: OK this is the 4th or 5th in a series of discussions about music and various disciplines

ChristinCe: wow, I've been missing a lot

LeoL: This grew out of curricula Lora and I developed for a small Catholic school 6, 7, 8th grade

LeoL: I certainly do not claim to be an expert in anything.

LeoL: I did teach grammar and English, learned what I needed to know as I went

ChristinCe: that's the best way

ChristinCe: then you actually remember most of it longer

LeoL: yeah I enjoyed it

LeoL: this topic was probably the hardest so far because there were so many ways to go

LeoL: so I'm really looking for discussion

LeoL: please:)

ChristinCe: alright

LeoL: I don't know how many of you have musical training, so I'm going to start with some common definitions

ChristinaT: My students are coming. We just heard the bell rings.

ChristinCe: good

MindyL: hi, Leo, morning from Taipei

LeoL: Hi Christina from Taipei!!!

LeoL grins

ChristinCe: I know virtually nothing

LeoL: Note- an indication of pitch and time, one sound event,

LeoL: Measure- and organization of notes, constricted by a certain number of beats, used to facilitate reading and analysis

LeoL: Phrase: an organization of measures/melody fragments that usually form either part of a question>answer type construction Q&A also called antecedent and consequent

LeoL: Common-practice – the period of music composition that is marked by tonality, diatonic scales, and regular, synchronous rhythms.

LeoL: Orchestration - the assigning of particular instrument to “voice” particular passages.

LeoL: common practice is like "normal" music (Bach Beatles, Walter Piston

ChristinaT: Wow, lots of music expressions!

ChristinCe: diatonic?

LeoL: the white keys on the piano

LeoL: (roughly)

ChristinCe: gotcha

LeoL: major scale

LeoL: pretty

FredK . o O (here I am, a musical illiterate)

DavidWe took 5 years of piano lessons

LeoL: it occurred to me that if I made letters equivalent to notes

LeoL: no prb Fred

ChristinCe: letters = notes?

LeoL: then short groups of notes would be words

ChristinCe: like the letters for the keys?

LeoL: simpler than that

LeoL: count 1,2,3,4 evenly

LeoL: now count all 4 numbers and clap on 2 & 3

ChristinCe: ahhhh

LeoL: you could notate it _ X X _

ChristinCe: light bulb!

LeoL: so _ X X _ is a word

ChristinaT sits back and just listens

LoraAB: would the clap be the stress in the word or phrase

LeoL: or let X be a low sound and Y be a high sound

BJB2 listens to Leo

LeoL: sing X__ Y

ChristinCe: like meter

LeoL: doo Dee

ChristinaT recalls her memory from the sonnet she studies when she was a college student. "Maybe sonnet has something to do with music beats..."

LeoL: are y'all lost?

FredK still counting

ChristinCe: metrical poetry is what I think of

LeoL: OK Christina yes we'll go with that

LeoL: note = letter, measure = sentence and phrase = phrase or paragraph The phrases are then organized to present a story.

ChristinaT . o 0 (Me? I am music illiterate, too!)

LeoL: the connection between poetry and meter is very distinct

ChristinCe: yes

ChristinCe: meter creates a certain rhythm and poets do their best to break that patter

ChristinCe: *pattern

LeoL: u/u/u/u/ u/u/u/

ChristinCe: just like musicians try and change the beat of the music to make a new tune right?

LeoL: The best I can do with poetry is relate it metrically

LeoL: yeah you're doing fine there Christina

ChristinCe: I think I finally understand!!!!!!!!!!

CindyShe: Children like poetry, especially its rhyming sounds.

ChristinCe: HOORAY!!!!!!!!!!

ChristinCe: they don't like grammar though

CindyShe: Yes, they don't like grammar stuff.

SusanR: they like songs that teach grammar

LeoL: the grammar stuff goes like this for me

LeoL: 2) the informative approach- A composition renders a complete thought. There are certain rules or habits that arise and develop into a theory (or grammar) of music. Chord progressions and melodic phrases set up a question-answer construction, akin to subject-predicate

ChristinCe: I just got excited because I finally understood

LeoL: how do we inflect a question in English?

ChristinCe: depends on the dialect

LeoL: arrgghh

LeoL grins

ChristinCe: sorry

LeoL . o O (didn't see that one coming)

LeoL: dang

LeoL still laughing

LoraAB: You raise or lower the stress part

ChristinaT hopes that her students are following well the conferencing here

LeoL: how about with a rising inflection?

ChristinCe: it breaks apart with the syllables in the word

LeoL: I'd like to take a minute and say hello to all of Christina's students from Taipei
Welcome!!

LeoL: OK Christine

LeoL: u/u/u/u/

LeoL: then u/u/u/

LeoL: ok?

LeoL: question , then answer

ChristinaT hums by herself u/u/u/u ...

LeoL: antecedent (Question) then consequent (answer)

LeoL: 2 words that make a phrase

LoraAB: u/u/u/u/ is the subject and u/u/u/ the predicate

LeoL: or ... subject/predicate

LeoL: yup Lora's got it

ChristinCe: phrase is the same thing as sentence?

LeoL: for our purposes yes Christina

ChristinCe: ok

LeoL: we are making a musical phrase equivalent to an English sentence

ChristinaT: I know phrase is something like AP, NP, etc. Sentence is S.

AliciaT: that is a linguistics point

LeoL: good

LeoL: I don't understand Christina's point, and I'd like to hear what Alicia has to say

LoraAB: note represents sound in words, measure represents clauses, and phrase represents sentences?

LeoL: 'cuz I'm confused, which means I'm about to learn something

ChristinaT: Is AP an Adjective Phrase? Alicia?

ChristinCe: I think she is referring to noun phrases

LeoL: oh...

ChristinCe: phrases being parts of a sentence right Christina?

AliciaT: I just think that pedagogical aspects are our concern, why should we care about the linguistic part

ChristinaT: Yes, Leo.

ChristinCe: well, it is important that we all be close to the same page so we need to understand how the terminology is being used

LeoL: heck I never considered whether it was pedagogic or linguistic. I just get curious

ChristinCe: phrase means one thing in a grammar book and it is a little different for this discussion

LeoL: that's quite true Christine

ChristinaT nods to Christine

LeoL: to make this work, some of the definitions need to be flexible

ChristinaT waits for Leo to say more

LeoL: sorry

LeoL: if we think about the different way musical phrases can be presented, we can get some ideas about ways

LeoL: to present language

LeoL: Is everyone familiar with Ravel's Bolero?

LeoL: Jingle bells?

LeoL: cool

LeoL: imagine jingle bells played by a tuba

CindyShe smiles

LeoL: hear it?

PamelaTun smiles

ChristinCe: lol

SelinaMa smiles

LeoL: good

PamelaTun frowns

LeoL: now played by a flute

YiLingL smiles

SusanR . o O (imagines)

ChristinCe: much better

ChristinaT recalls from her memory what a tuba is as all her terminology is in Chinese.

LeoL: you heard a difference in orchestration

ChristinCe: yes, flute is much higher

LeoL: Christina a very low trumpet, brass

ChristinaT: Good sound from flute

LeoL: the notes were the same

LeoL: the phrase was the same

LoraAB: Tuba is very low and flute very high sounds

MindyL: yep

LeoL: the orchestration was different

AliciaT: in Chinese tuba is 低音兼次中音大號

ChristinaT: Thanks. I got it.

YiLingL: thank you, I got it

LeoL: I thought about orchestration being equivalent to adjectives and adverbs

ChristinCe: how would it function as an adverb?

ChristinaT . o 0 (Surprised to find TI can show Mandarin characters.)

AliciaT: Good point, tell us more about it

LeoL: here's the basic phrase (sentence)

LeoL: Dogs run

LeoL: here's the tuba version

LeoL: Big dogs run slow

LeoL: here's the flute version

LeoL: Little dogs run fast

ChristinaT: Interesting to hear that an orchestration as an adj.

ChristinCe: flute phrase is much quicker

LeoL: and lighter yes

SusanR: much lighter

LeoL: so the kids could write very simple melodies, then orchestrate them differently. They could write analogous sentences, (the nouns and verbs are the notes, the adjectives and adverbs the orchestration.)

ChristinCe: got it

SusanR: . o O (processes it)

LeoL: looking around to see what's next

LeoL: OK Let's think about scat singing

ChristinCe: big, slow, little, fast are the orchestration?

LeoL: like Louis Armstrong, Dizzy Gillespie?

ChristinCe: I know them

LeoL: good

LeoL: Scat singing uses made up syllables

LeoL: that can certainly be combined into sentence like constructions

ChristinCe: like "Jabberwocky"?

LeoL: Jabberwocky is a good example, but there are still regular words in it

ChristinCe: not many

LeoL: Let's look at the poetic meter aspect again

ChristinCe: but I understand

LeoL: a scat singer might say

SusanR: scat singing is popular with jazz artists

LeoL: sa ba daa ba dee wop

LeoL: repeat it 2x and end with

LeoL: bop bop

LeoL: can you hear it?

SusanR: yes

LeoL: good antecedent and consequent phrase

LeoL: subject and predicate

LeoL: once we've made that transfer, that code switch, we're in

ChristinCe: bop bop is the consequent phrase?

LeoL: OK Here's some quotes from an article in the file

LeoL: yes CC

ChristinCe: k

LeoL: exactly

LeoL: Is there a difference between the way neurons react to frequency differences in speech (intonation) and frequency differences in pitch (melody)? In such research the contingencies of culture and history are often stripped away. The foundations of musical perception are sought

LeoL: as are the biological laws that make music a human universal.

LeoL: (from the Rothstein article)

LeoL: this makes me think we're on the right track

ChristinCe: I think I missed something

ChristinCe: what file?

LeoL: oh there's a file I hung up in the ArtsSites room

LeoL: Notes and script for TI Music and Grammar discussion 11/13/06

LeoL: we can look at it later no big deal

ChristinCe: k

LeoL: The quote is about the connection structurally between music and language

LeoL: how we understand antecedent and consequent in various disciplines

ChristinCe: I understood that part

LeoL: that's all there is to it

ChristinCe: I just didn't know it was there for me to read ahead of time

LeoL: ahead, later, it isn't a prerequisite

ChristinCe: lol

LeoL: OK one last thing

ChristinCe: perks up

LeoL: punctuation

LeoL: in music there are various road signs

LeoL: repeat marks, different endings

LeoL: that sort of thing OK?

ChristinCe: k

LeoL: we can make them analogous to standard punctuation marks ? ! >

LeoL: ,

LeoL: yes?

SelinaMa: yes

ChristinCe: yes

YiLingL: yes

ChristinaT listens

LoraAB: yes

MindyL: nods to Leo

LeoL: We could also/instead make them relate to the music as markers of emotion

ChristinCe: the different endings?

LeoL: Get the kids to determine with a piece of music is strident and declarative

ChristinCe: k

LeoL: or has an interrogative feel

LeoL: compare them with sentences

ChristinaT: Thank you, Leo. I will read the transcript carefully later.

LeoL: check out the links on the file

ChristinaT: Thank you for allowing me to bring my students in.

LeoL: There is a ton of stuff there

ChristinCe: are you available for future questioning?

ChristinaT: You did a great job and that inspires me to link grammar to the music.

LeoL: You're very welcome. I hope it was at least a little bit useful to them

ChristinCe: this could be really great for my students

LeoL: CC I also hung up a poetry lesson

ChristinCe: k

ChristinCe: thanks

LeoL: and in my office there is some more stuff.

LeoL: ransack it

ChristinCe: I'll be there!

ChristinaT: I just checked the music folder in this room. All files related, right? Leo

LeoL: I'd like to thank Lora AB for all the links

ChristinCe: thanks Lora!!!

AliciaT: Thank you all, we've learned new things

LoraAB: no problem

LeoL: hmmm... I'm not sure Christina

JacqueliRo: I didn't understand much of what was being said, but thanks for letting me sit in!

ChristinaT: Thanks to Lora, too.

EzolaF: I enjoyed chatting with you. Most of it seemed foreign to me, but it was still interesting.

LeoL: It's not that complex Jacqueline. I just didn't do such a hot job

ChristinCe: sure you did!

ChristinaT waves to Leo, and also reminds her students to say bye to Leo.

LeoL: naaa it's way simpler

SusanR: Thanks Lora and Leo. Lots to ponder

JacqueliRo: Of course you did! Stop undermining yourself!

ChristinaT thanks Leo again and leaves the room

FredK plans to confer with his local musician (spouse)

LeoL: thanks Taipei!

FredK: thanks Leo

ChristinCe: wish I had an in-house musician to question

JacqueliRo: Thanks Leo, and a good night to all!

SusanR . o O (used wikipedia to help with some of the terminology)

LeoL: thank you all for coming

ChristinCe: it was very interesting and informative Leo, my kids really love music and they HATE grammar

ChristinCe: this will help me immensely!

ChristinCe: thanks for all the info

JacqueliRo: Goodnight Leo, hope to chat with you again!

LeoL: you're very welcome

ChristinCe: have a great night

LeoL: Good night Jacqueline thanks!

SusanR: Thank you, Leo

LeoL: thank you Susan

BJB2 waves goodnight

ChristinCe: Thanks again Leo and good night to all!!!!

LeoL: and thanks to BJ & Lora for all the support