

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1		ESL <i>Rep: Vivaldi Spring and Dvorak American 4th movement</i>			
2					
3		ESL <i>Rep: Vivaldi Spring and Dvorak American 4th movement</i>	Humanities <i>Rep: Machaut's Mass, Byrd's Mass, Machaut's secular songs, O Mistress Mine, Willow song</i>	Humanities <i>Rep: Machaut's Mass, Byrd's Mass, Machaut's secular songs, O Mistress Mine, Willow song</i>	Japanese <i>Rep: Takemitsu Rocking Mirror Daybreak</i>
4	Guitar <i>Rep: Beethoven Op. 18 No. 6</i>	Physics <i>Rep: Beethoven Op. 18 No. 6, 1st movement</i>			
5				ESL <i>Rep: Vivaldi Spring and Dvorak American 4th movement</i>	
6			Sight Sing <i>Shostakovich Quartet No. 1, 4th movement</i>		
7	Physics <i>Rep: Beethoven Op. 18 No. 6, 1st movement</i>	Pre-Calculus	Pre-Calculus		
8			Orchestra		Assembly
9					

English as a Second Language: *After introducing some basic musical vocabulary, such as the names of each instrument, we played a game to work on adjectives, synonyms, and antonyms: students had to write words that described a feeling on a piece of paper, which we collected and put into a hat. We picked one at a time and improvised a short phrase of music to represent the word. The students had to guess the word we were playing. We kept a list on the board and the academic teachers chimed in, helping the students to define difficult words, and differentiate between synonyms and antonyms (which we demonstrated musically by playing the same phrase in an “opposite” way.) We discussed how music can tell a story, playing “Spring” from Vivaldi’s Four Seasons and the last movement of Dvorak American Quartet, and asking the students to describe in words what they heard.*

Humanities: *This is actually two classes combined, a history and a literature class, with a connected curriculum. During the time of our visit, the students had just read Canterbury Tales by Chaucer and were in the middle of Shakespeare’s Othello. We presented a class based on the works of two composers; Guillaume de Machaut (1300-1377) who lived during Chaucer’s time and William Byrd (1540-1623) who was Shakespeare’s contemporary. Using musical examples, we showed how Machaut’s music was an example of the medieval aesthetic, concerned with structure and symbolism, and related it to the characters in Canterbury Tales which tended to be allegorical, i.e. motivated not by complex emotions and situations, but rather following a path of general Ideals of human behavior. We contrasted this with the music of William Byrd which is strikingly emotive and personal and which reflected the shift in thinking during the Renaissance toward humanism. This shift was also exemplified in Othello by its exploration of characters, with their complex motivations and emotions.*

Japanese: *We played a piece by Toru Takemitsu (1930-1966), an important Japanese composer of the twentieth century. After giving highlights of his life story, we played recordings of traditional Japanese instruments, discussed how he used traditional Japanese musical sounds in his compositions, and how his music reflected aspects of Japanese culture.*

Guitar: [See Improvisation Games](#)

Physics: *Using musical examples, we demonstrated basic concepts of the physics of sound, including string vibration, how string instruments work, amplitude, frequency, and timbre. We discussed the mathematical equations behind intervals and harmonics. We played our instruments into a microphone connected to an oscilloscope on the computer (it displays sound waves visually) so the students could see how our musical choices (loud, soft, variances in articulation, etc.) manipulate the shape of sound waves.*

Pre-Calculus: *After an introduction on the concepts of frequency and pitch, the students were given bottles filled with different levels of water. The students had to blow over the bottle into a microphone connected to a graphic calculator which visually displayed the pitch of the bottle as a sin wave. Using a worksheet created by the math teacher, the students had to calculate the pitch of the bottle based on the wave. After the pitch was calculated and it was determined which note each student had on their bottles, we rehearsed Three Blind Mice for bottles and string quartet and performed it with the class at the school assembly later in the week.*

Orchestra: [See Improvisation Games](#)

Assembly: *At the Assembly we had one student from each class introduce to the rest of the school what we did in that class. Following each introduction, we performed the repertoire we had played in each class. The highlight was the Pre-Calculus class who, after explaining the experiment of calculating the pitch of water bottles, performed with us Three Blind Mice for water bottle and String Quartet. Interspersed with the performance were some improvisation games. The assembly ended with an open question and answer session.*