

PROJECT BASED LEARNING - PART 2

Digging Deeper in the Music Classroom

@njohnstonmusic
#PBLpt2
#AMEA16

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GETTING SOME BACKGROUND

- Teaching for 10+ years
- at Basha HS for 2 years
- PhD student at Arizona State University
- Conductor with the Phoenix Youth Symphonies Wind Ensembles

* It's important to acknowledge and know where we're from and why we "think" the way we do...

- Who are you?
- Why are you here?



GETTING COMFORTABLE

- What is "Project Based Learning"?
- What is "musicking" and why does it matter?
- Why does it matter?

PROJECT BASED LEARNING

- Highlights
 - Confucius, Aristotle, and Socrates – learn thru questioning & inquiry
 - John Dewey – students are not passive recipients of knowledge
 - Maria Montessori – experience is more vital to learning
 - Jean Piaget – how we know: a “constructivist” approach
 - students build knowledge by doing, investigating, collaborating and reflecting
- Emergence in contemporary education linked to “21st Century classroom”
- In the ensemble classroom, we are building:
 - Kinesthetic experiences (doing)
 - Conceptual understandings (thinking)
 - Social collaboration

"MUSICKING"

- Musicologist, Christopher Small
- What is it?
 - "To music is to take part, in any capacity, in a musical performance, whether by performing, by listening, by rehearsing or practicing, by providing material for performance (what is called composing), or by dancing."
- Why does it matter?
 - Music is something we actively DO (and not limited to performing & composing)
- Small, C. (1998). Musicking: The meanings of performing and listening. Middletown, Conn: Wesleyan University Press.

PUTTING IT IN CONTEXT

- Basha HS Music Department "Creat Day" (Spring, 2015)
- Students:
 - Amphion, Chamber Orchestra, Symphonic Band ("top" ensembles)
- Teachers:
 - Vance Acker, Russ Biczko, Ajay Patel, myself
- Time:
 - Met in 1 block period (roughly 2 hours)
- Parameters:
 - Mixed groups
 - Mixed rooms (ABCD)
 - 45 minutes to create
 - Go...

PUTTING IT IN CONTEXT

Sample: **Simple Text**

The end.

PUTTING IT IN CONTEXT



PUTTING IT IN CONTEXT

The Reflective Process

Reflections (post it exit ticket)

Question 1 (left side)

Describe your experience in this collaborative project.

Question 2 (right side)

Where could a collaborative project go in the future?

"It was cool to make music with people from other classes."

"I don't get to sing at school! That was awesome."

"We could make a concert with these projects!"

"I wouldn't waste time in the beginning. There were ideas we didn't get to include."



TAKING OWNERSHIP OF "ME"

- What does this mean to you?
- What could this mean for your classroom?
- What are your fears?
- What do you think your students would do?

DESIGNING A PROJECT

- Make it relevant to your "situation"
 - "Situation" = student community, resources, time, conceptual goal, future application, etc...
- Be realistic
 - Your students will have nervous energy.
 - YOU will have nervous energy.
- Make it digestible
 - What can you accomplish in your timeframe?
 - How comfortable are you facilitating?

THE "GENE PROJECT"

- Gene Gill
 - Music Ed Undergraduate (ASU)
 - Barrett Honors College Thesis Project
- The Design
 - Every Friday for 8 weeks
 - Get into a group
 - **"Make the music you want"**
 - We'll share on the 8th week
- Goals
 - What would students "do" given these loose guidelines?
 - Process over Product!

THE "GENE PROJECT"



WHAT COULD BE

- Do you have "**functional fixedness**"?
 - "...a cognitive bias that limits a person to using an object only in the way it is traditionally used."
- Acoustic vs Digital vs Hybrid vs?
- INside vs OUTside of the box ... or NO box?!
- You are only limited by your willingness to be limited.

WHAT COULD BE

Take, Create & Manipulate Project:

- Use a collection of original digital, sampled digital, acoustic, and organic to create an original piece
- "Sea Space Jungle Punk '86"



WHAT COULD BE

New course at Basha HS for the 2016-2017 school year...

"Creative Musicianship"

1 semester course, may be repeated

This course is for the student interested in exploring sound in order to generate new musical expressions. The hands-on hybrid experience (using both acoustic and digital sounds) enables students to learn the fundamentals of sound creation, the use of music for expression, and the meaning of music within their culture. No formal music experience is necessary. Creative Musicianship may be applied to the Fine Arts credit.

WHAT COULD BE

Intro to Music Theory

...called "Creative Musicianship" in the future...

Do you like music?

Do you like to be creative?

Would you like to create your own music?

littleBits



MakeyMakey

NEW curriculum... ONLY offered at BHS!

Work with HYBRID resources

(digital, acoustic, and organic sounds)

NO music or computer experience necessary

Earn your FA credit (1/2 semester)

Stop by D-105 and see "J" for more info!

"Creative Musicianship"

WHAT COULD BE

Good place to start...

Ask the students!

...this is Dotstorming...

The screenshot shows a web browser window with the Dotstorming application. The page title is "Symphonic Band project" with a subtitle "We have an opportunity to be musical in a variety of ways during Full Symphony days. Thoughts?". The main area contains eight voting cards arranged in a 2x4 grid. Each card has a title, a description, and a voting interface with colored dots and a speech bubble icon. The cards are:

- SMALL GROUP:** Utilize hybrid resources (I.e. Makey Makey, kittleBits, etc) to explore creating new music. (7 votes)
- SMALL GROUP:** Respond to various stimuli (pic, GIF, etc) in order to create soundtracks. (3 votes)
- FULL GROUP:** Utilize hybrid resources (I.e. Makey Makey, littleBits, etc) to explore creating new music. (3 votes)
- SMALL GROUP:** Generate an arrangement of the current concert literature that is relevant and meaningful to the individual. (2 votes)
- FULL GROUP:** Rehearse the concert literature w/o the FS players. (1 vote)
- SMALL GROUP:** Create an original composition. (0 votes)
- FULL GROUP:** Create an original composition. (0 votes)
- FULL GROUP:** Learn related literature (to the current concert literature) utilizing aural skills and spoken collaboration. (0 votes)

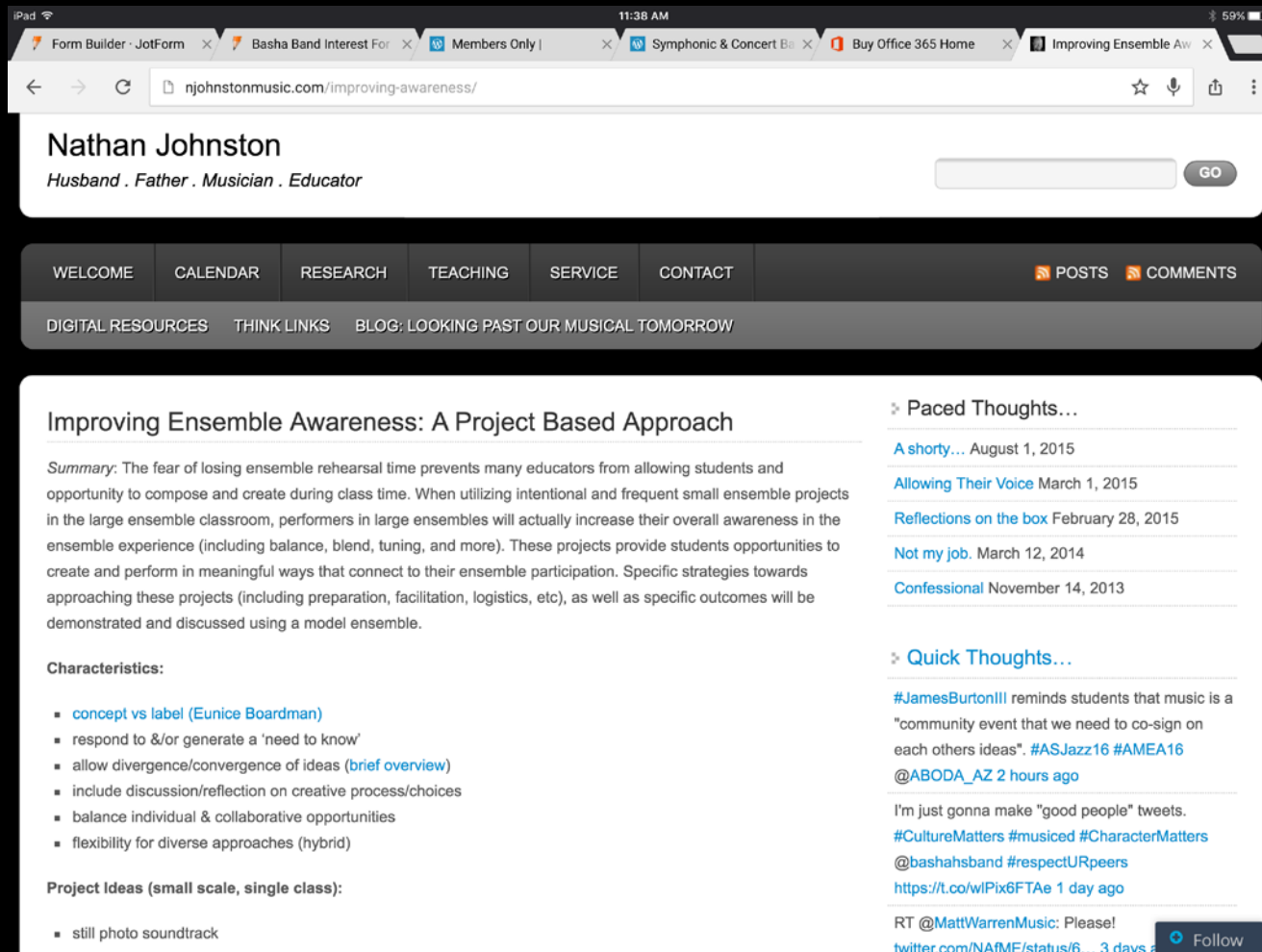
At the bottom right, there is a "Chat" window with a "Turn Off" button and a "Participants 16" list:

- Alliya Dulaney
- Braxton
- Erin
- Houston
- Jackson
- Javier
- Karina
- Katie Pascavis
- Katie Wilkinson
- London
- Mr. President

The browser's address bar shows the URL "dotstorming.com/topic/56a58c3ffac9aa046d8d01cc". The Windows taskbar at the bottom shows the Start button and several application icons, including Internet Explorer, Google Chrome, and Outlook. The system clock in the bottom right corner indicates the time is 2:45 PM on 1/26/2016.

QUESTIONS?!

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Contact Me



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THANK YOU!