

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: John Williams

Subject(s): Music In Technology

Intended Grade Level(s): Fourth and Fifth Grades

Editor's note - this stack can be found on the Best Practices CD in the folder bstpract/002

[View Sample HyperStudio Stack](#)

Description:

Students need to integrate technology into their other curricula. One area, sometimes neglected, is music. Students will study an interesting composer, attractive to students via movies (or other media), then process their information using computers. Students will not only be interested, but enthused. This can also bring community support as community members will be invited to view their student's work.

The main goal of this lesson is to integrate music into technology. Standards of: Meaning and Communication are dominant factors as students not only use verbal and electronic communication, but their listening skills are enhanced-as they probe for meaning in John Williams' music. Students learn to communicate information accurately and effectively by creating written text that enlightens their inter net audience. Students explore and use the characteristics of different types of texts (as they search through the net at various sites), as well as using aesthetic elements-including text structure, figurative and descriptive language, spelling, punctuation, and grammar to convey their meaning. Students work at the Benchmark stage, to locate information about Beethoven, and compare the similarities and differences among the roles of Williams and Beethoven. Students are not only researching John Williams on the electronic encyclopedia, but on the inter net, while listening to some of his songs during lab time. Students work cooperatively, in teams of two. This benefits both students as they use peer tutoring skills.

Curriculum Benchmarks:

MI.ELA.11.LE.1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.

MI.ELA.11.LE.2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate.

MI.ELA.11.LE.3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.

MI.ELA.11.LE.4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem.

MI.ELA.12.LE. 3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.

MI. ELA.1.LE.1. Use reading for multiple purposes, such a enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

MI.ELA.2.LE.1. Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.

MI.ELA.3.LE.1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.

Materials/Hardware/Software:

- For this lesson, labs should be equipped with 15 LC475 computers, one 5260/100 and one 5400/200 Power Macintoshes.
- Color QuickCam (by Connectix) for Macintosh.*Students should also have printers available to them.
- *Computers are networked, and loaded with Internet capabilities.

- *Student's computers should also have HyperStudio, Claris Works For Kids, Easy Book , and electronic encyclopedia capabilities.
- If teachers want one or two good recordings to invest in (or borrow) for this Lifesong, consider some of Williams' collections. One fairly new one, *The Spielberg/Williams Collaboration* (Song Classics) is superb. It features rich new recordings of major themes from *Raiders...*, *E.T.*, *Jaws*, *Empire of the Sun*, and *Close Encounters of the Third Kind.*" (c.1993 Plank Road Publishing, Inc., used by permission).
- A Compact Disk player, or some form of sound medium would be a stimulating educational tool, as students could listen to compositions as they work.

Technology Rationale:

Technology can be a powerful tool to bring research and cross-curricula activities together. This program provides a means for teachers to bridge the gap of up and coming music they enjoy, with technology at their finger tips. They can personalize their research, and see their research on the Inter Net for community and the world to see. "One nice thing about studying the music of John Williams is that most of his better known works have been recorded and are still available. And if they aren't available on Compact Disk or cassette, they are most certainly available on video cassette as a part of the movie they came from. It is also somewhat rare that you will be studying a composer who writes in a fairly traditional orchestral idiom but who is quite well known to your students, whether they realize it or not. So take advantage of these rare circumstances" (c.1993 Plank Road Publishing, Inc., used by permission).

Activities/Procedures:

1. Teacher pre-activities:
2. The teacher needs access to a computer which has HyperStudio from Roger Wagner Publishing installed on it.
3. The disk containing the HyperStudio stacks needed for this activity are in the folder called: JWHS a. *To begin with, students should read the HyperStudio document that follows or use it as the source for a teacher's presentation of John Williams and his music. It will take a bit of preparation, but setting up an experiment like the one described in



b. **Composers**-This is a stack that contains one card with a map of the world. Two of the countries (Europe and United States) are buttons --homes to John Williams and Beethoven respectively. Each button will launch the corresponding composer stack when clicked.

As students complete their individual composers, the button on top of each country is modified to load the corresponding composer stack.

3. Before beginning the activity with students, the teacher should prepare one disk containing the template stack for each student or groups of students. The best way to do this is to start HyperStudio and load the Template stack. Insert a floppy disk into the floppy drive and then select **File-Save Stack As...** type the name of the composer that this stack will be used for (Beet=Beethoven) and click on **Save**. This will need to be done several times as new composers are discovered.

4. "Another good demonstration is to put on music from a famous movie and see how many students know what was happening on the screen while the music plays. As often as some children watch some movies, the teacher may be surprised how well they match music to screen action. *Jurassic Park* is a good place to start for this demonstration.

- If the teacher is looking for just one or two good recordings to invest in (or borrow) for this lesson, consider some of Williams' collections. One fairly new one, *The Spielberg/Williams Collaboration* (Sony classics), is superb. It features rich new recordings of major themes from *Raiders...*, *E.T.*, *Jaws*, *Empire of the Sun* and *Close Encounters of the Third Kind*.
- Students should get in the habit of looking for composers in their favorite television shows and movies. The teacher should also help them develop an appreciation for how well the composer does his or her job. Does the music help the emotional impact of the film? Is the music interesting by itself?
- As students get further into studying film music, look at some older films of different genres. The old adventure and epic films are good places to start. Try some of the pirate films scored by Korngold or any of the epics by Tiomkin or others and compare them to Williams and other current composers" (c.1993 Plank Road Publishing, Inc., used by permission).

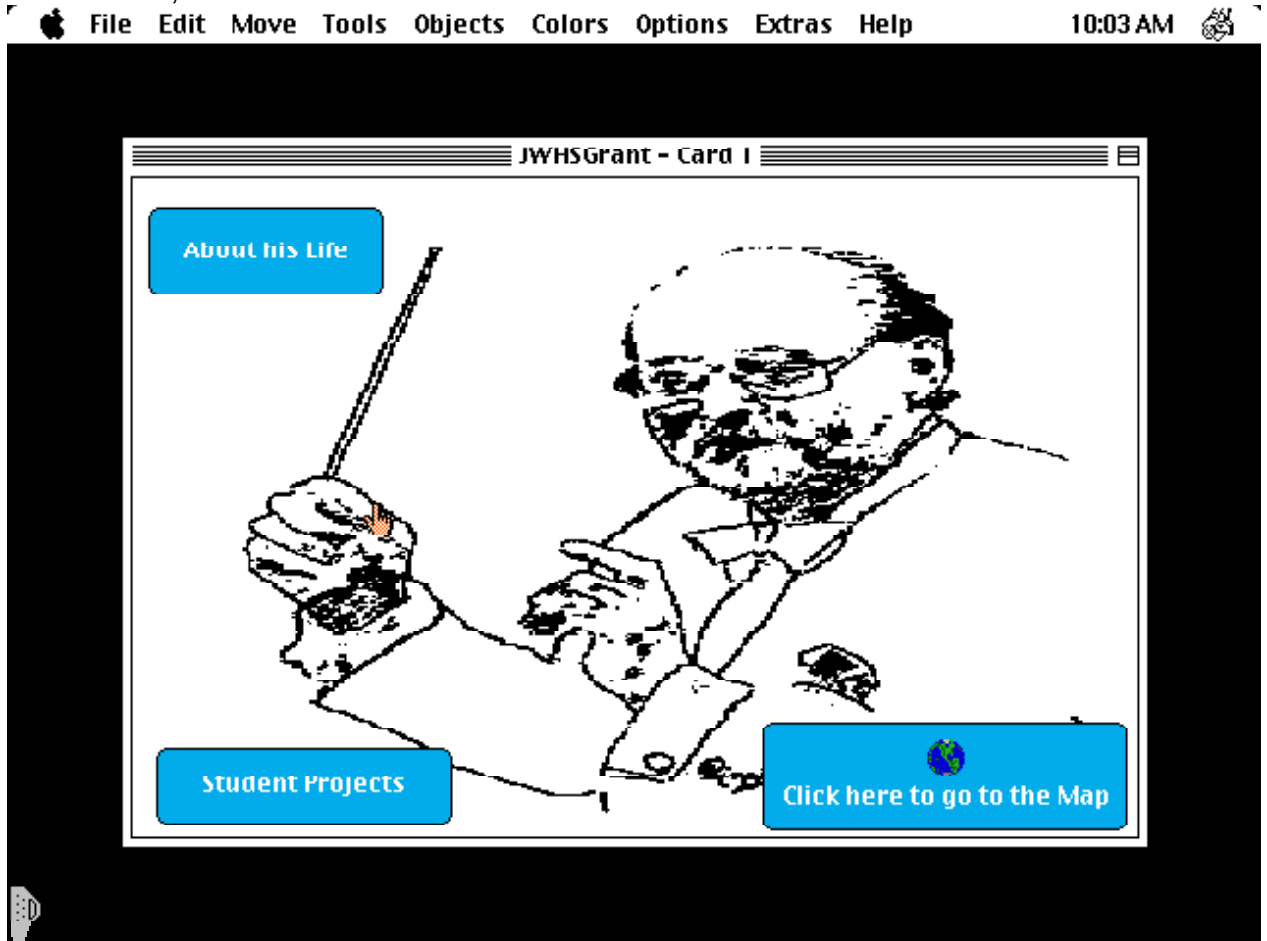
After students have had ample opportunity to listen to John Williams' music, and discuss it, allow students to go to the Internet so they can further explore his works. Students should also have a worksheet (like the one following in "Student Activities") to fill out as they search through an electronic encyclopedia.

At this point, students will get on the Internet. They will follow the following steps:

1. Go to MusicNet <http://www.tqd.advanced.org/3306/>.
2. Click on "MusicNet Encyclopedia".
3. Click on "Search".
4. In the window type: John Williams (there the teacher will find other student's contributions, the HyperStudio Presentation also tells of this).
5. Go "Back".
6. Go to "Add".

Follow the steps outlined in the MusicNet Adding format (teacher should be prepared for a lot of excitement from his/her students)

Students can be further exposed to student's work by going to the MusicNet. This Inter Net page is a wonderful site that not only allows students to view others work, but to create and save their own.



* This is an example of a finished document citing research the student found. The buttons are animated by the students recording their voices, providing a professional and exciting transition to each activity. (scanned image: c.1993 Plank Road Publishing, Inc., used by permission)

Assessment/Evaluation:

Observing students in their groups, educators can evaluate student progress as to their fluency through varied media. For example, as students retrieve information from the encyclopedia, they are shown how to copy their information onto their HyperStudio documents. This includes

re-sizing their documents and using special commands to copy and paste.
As students' skills increased, this becomes easier.

Follow-up Activities:

“John Williams is a composer that can be recognized for his talented contributions in the movies: *Jaws*, *Jurassic Park*, *Indiana Jones*, and *Star Wars*. Teachers should allow students to listen to his music. One C.D. that is unusually good is: *The Spielberg/Williams Collaboration* (Sony Classics) ” (c.1993 Plank Road Publishing, Inc., used by permission).

*Teachers should help students achieve a habit of looking for composers in their favorite television shows and movies. Also, help them develop an appreciation for how well the composer does his or her job. Does the music help the emotional impact of the film? Is the music interesting by itself?

“As your students get further into studying film music, look at some older films of different genres. The old adventure and epic films are good places to start. Try some of the pirate films scored by Korngold or any of the epics by Tiomkin or others and compare them to Williams and other current composers” (c.1993 Plank Road Publishing, Inc., used by permission).

Allow students to go to the following web pages on a “scavenger hunt” for John

Williams information:

The John Williams Web Site Latest News, concert Informations, Multimedia, Video, Sounds, Shockwave, A large and extensive biography and more about the prolific Film Composer John Towner Williams.

<http://www.sestran.com/~accaaa/jwsite/index.html>

Radio National - The Planet - Playlist - 21 December 1995 Radio National The Planet Playlists Thursday, 21st December 1995. Music details of each track are presented in the following order: BROADCAST TIME OF ITEM (using afternoon)

<http://www.abc.net.au/rn/music/planet/pl951221.htm>

The Unofficial John Williams Home Page - An Essay Film Logo Music . this page formerly located at:

<http://www.filmmusic.com>

Do you remember the music from the last logo you saw? Usually not. Some of the world's finest composers have lent

<http://www2.shore.net/~srh/logo.htm>

Jessop's John Williams Page : Jessop's Soundtrack Reviews John Williams Tribute John Williams is one of the greatest composers alive as well as one of the most successful. He started his career of in the late .

<http://www.odyssee.net/~jessop/john.html>

Jim Fisher's Star Wars Booklist : Audio [Note: Audio books are listed with the books in the above section] Empire Strikes Back: Special Edition Soundtrack [ACT, CD] Publisher: RCA/Victor Composer: John William

<http://echo.simplenet.com/booklist/audio.html>

Re: John Williams : From: "Peter Mikola" mikolap@hotmail.com Date: Thu, 31 Jul 1997 04:42:30 PDT content-length: 696 Content-Type:/plain Reply-To: "Internet Zenei Vitaforum" mu.

<http://www.bdtf.hu/musica-1/msg00220.html>

The John Williams Web Site : Latest News, concert Informations, Multimedia, Video, Sounds, Shockwave, A large and extensive biography and more about the prolific Film Composer John Towner Williams...

<http://www.sestran.com/~accaaa/jwsite/>

Discuss John Williams' upbringing. Where was he raised? What did his father do? See the enclosed work sheet for students.

As upper elementary students catch the flame of excitement, this torch can be passed to the lower elementary students. Kindergarten and First Graders will enjoy drawing pictures of John Williams' work (how it made them feel) as well as pictures of the movie characters his music brings to mind. Second and third graders are quite adept at bringing to life his work via authoring their own book. One great program that allows students of all ages to publish their own professional-looking book is: Easy Book. This not only allows students to print their work in an easy to understand format, but illustrate it as well with very attractive clip art and drawing capabilities.

Activities:

1. Introduce the activity to the students explaining why they are doing it and what they should expect to do and learn.
2. Assign individual students the composer(s) they will research. (You can also put students into groups for the activity.)
3. Demonstrate the electronic research materials that students will be able to use for the activity. It is recommended that you use resources available on the Inter net for the activity. "Bookmark" the sites that you think will be useful to the students and show them how to access these sites.
4. Demonstrate to students how to capture a graphic object off of the Web and save it to their data disk.
5. Demonstrate to students how to use HyperStudio for this project, use the sample: JWHS stack that is included in this project.
6. Demonstrate to students how to access the MusicNet and Add their findings to the MusicNet Encyclopedia.
7. If a lab is available, all students can work on the project during regularly scheduled lab times. If you have computers in the classroom, students will need to be scheduled for computer time. Each student should get at least 15 minutes at a time at the computer for doing research.

Follow-up Activities:

Have students research common composers, in the community.

Students could invite composers from the community into the school to demonstrate their skills of composing, share their inspirations, and maybe perform some of their work.

Invite the local newspaper in, and interview the students. Students can share the address of their page. Ask the newspaper to publish this. Have students go to "View" on MusicNet, to see if anyone has left comments about their web page.

Have the students design "Composer Scavenger Hunts" where they can find information about their composer on the Inter Net.

The teacher can pick a few key scenes from *E.T.*, *Star Wars* and *Raiders...* to show how important the music is. (By the way, it is interesting to note that when Williams took on the *Star Wars* project, he thought it was a children's film. Even so, he obviously took the project very seriously, as is evidenced by the famous music that emerged.)" (c.1993 Plank Road Publishing, Inc., used by permission).

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Composers in Computers

Dear Educator:

Before reading the following document, please understand that this is for advanced fifth grade students. In some areas it may seem juvenile, and other areas, advanced. Please take into account that this is by no means a “one day lesson.” My fifth graders would need months to complete this.

I would not hand any one of my fifth graders this document and say: “Go to it!” There would be countless demonstrations, discussions, and even changes to fit the needs of the circumstances.

The key is to be flexible. And enjoy! You’ll be surprised (at least I was..) at the amount of enthusiasm and creativity this activity generated.

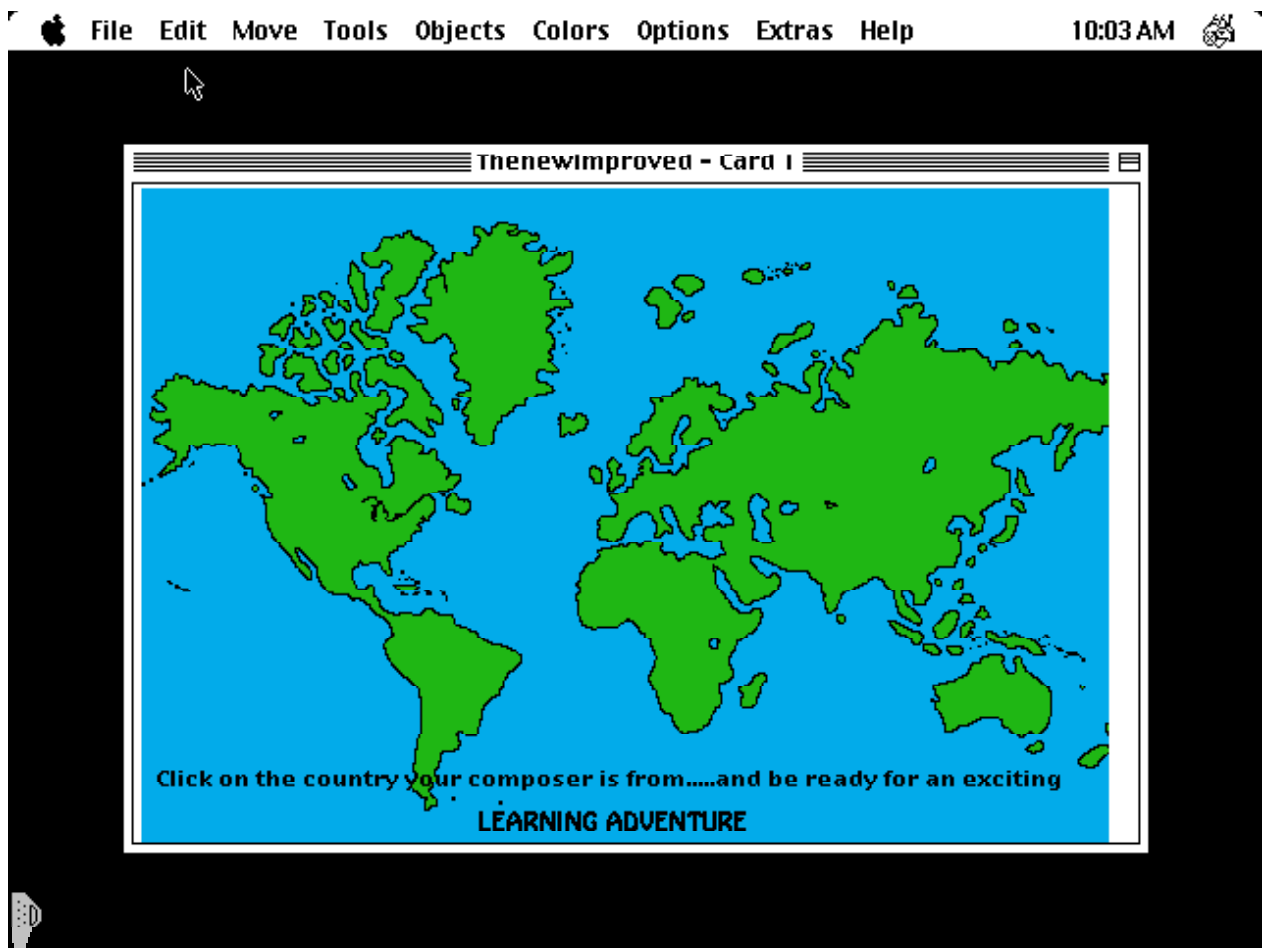
With this project we will continue our study of composers, their lives, their country, and their contributions. As you do this research, you’ll be able to make changes, additions, and deletions to this HyperStudio Stack, to meet your composer’s unique make-up. You will be able to save graphic objects on a disk for later use. Your teacher will instruct you on how to do this. It may be the use of Internet material.

Your final products will be a Web Page at MusicNet’s Interactive Encyclopedia, as well as a HyperStudio stick that is produced by the program HyperStudio. Using the computer and HyperStudio, you will record your information in these stacks.

You will be given a floppy disk containing a HyperStudio Template like that one you will see here. Each card in this stack explains what information you need about your composer. You will need to make buttons (and cards to connect your buttons to) so that you can display your research.

A sample of each card is included in this activity sheet. Read each one of the directions below to find out what information you will need to find.

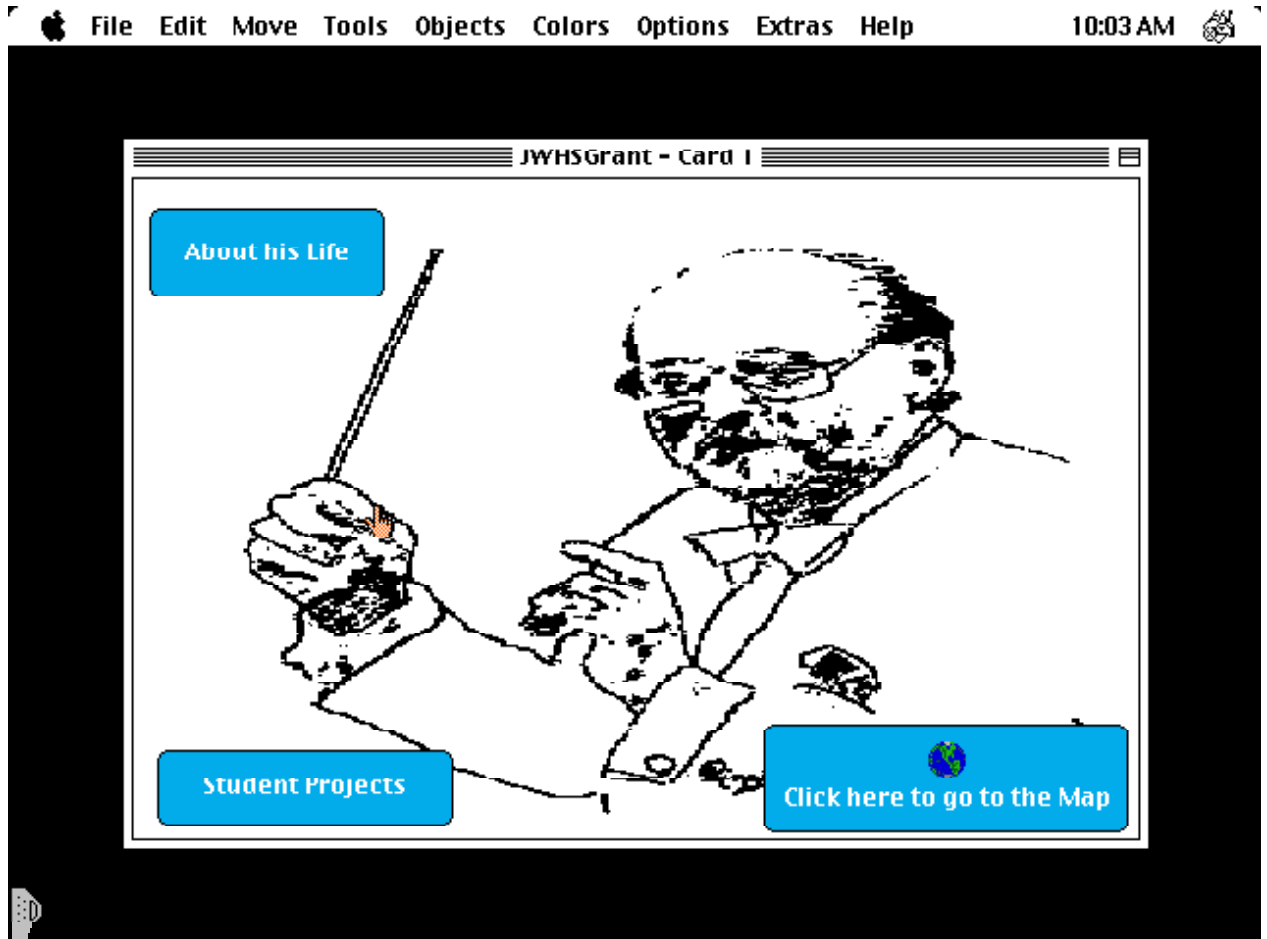
Card #1



You will need to place an invisible button on this map of the country that your composer is from. This button will need to be connected to a new button that has information about your composer on it.

If you clicked on North America, this stack would take you to Card

Card #2 is an example of what some students did to display John Williams.



On this card you will need to give your audience a choice of what to do. This particular student chose to let his/her readers:

1. View research about John William's Life
2. View Student Projects or
3. Return to the main menu.

(This is an excellent time to use some of John Williams music, for the transitions of the button's music.)

The main menu is Card #1 (the one you just saw). This is also the "Springboard" for all the other composers that the class will be doing, as they'll be able to put invisible buttons on the country their composer is from.

For sake of demonstration, let's click on Card #3 and view what the student chose to display.

Card #3



Card #3 is a demonstration of where these students posted their information on the Net.

This is a great place for you to go to your disk and glue your pictures of you working on HyperStudio and use it as the "Background" for your presentation as these students have. Then, you can list the web sites you posted your work on, and even links you found helpful. Don't forget to make a button allowing your reader to go back to the main menu.

Card #4

The screenshot shows a software window titled "JWHSGrant - Card 5". The window has a menu bar with "File", "Edit", "Move", "Tools", "Objects", "Colors", "Options", "Extras", and "Help". The system clock shows "10:04 AM". The main content area has a blue and white checkered background. It contains a text box with a scroll bar on the right. The text in the box reads: "Born February 0, 1932, in flushing, New York, he was the son of a studio musician and learned to play several instruments in his youth. In 1948, his family moved to Los Angeles where he studied orchestration at L.A. City college and composition privately with Mario Castelnuovo-Tedesco. He also went on to study at Juilliard, but his real proving ground was in movies and t.v. wehre he worked steadily from 1960 to the present as a rmpnser, arranger and conductor." Below the text box is a blue button with a white arrow pointing left and the text "Click here to go to John". To the right of the text box is a red-bordered box containing a treble clef symbol.

Card #4 is an example of a Text Object with a scroll bar, enabling you to display a larger amount of research. This would also be an excellent location to put invisible buttons on certain words. These words could link to other cards, revealing more research about your composer. As an example, this particular example could put a button on "Studio Musician", linking the reader to another card about John William's father or maybe what the career of a studio musician is like.

Card #5

The screenshot shows a software window titled "JWHSGrant - Card 4". Inside the window, on the left, is a portrait of Ludwig van Beethoven. To the right of the portrait is a text area with a vertical scrollbar. The text in the area reads: "Beethoven was a great classical composer. He lived in Germany. His Dad was a real task master and made the boy Beethoven practice at all hours of the day or night. Beethoven's Dad was an alcoholic, and was given to beating his son." Below this, it says: "Beethoven wrote many pieces of music. One piece, Beethoven's Eighth Symphony was used in the World War II. The short-short-short-long rhythm used in the repeating passages also is the Morse Code for 'V'." At the bottom of the text area, it says: "Countries serving with the United States heard this message loud and clear as they traveled to Germany to defeat the notorious". In the bottom left corner of the window is an icon of a computer monitor with musical notes. In the bottom right corner is a blue button with a globe icon and the text "Click Here To Go To The Map". The software interface has a menu bar at the top with "File", "Edit", "Move", "Tools", "Objects", "Colors", "Options", "Extras", and "Help". The system clock in the top right corner shows "10:04 AM".

If your reader had clicked on “Clicked here to go to the Map”, and they’d clicked on Germany, this is the button that they would have seen. For this particular transition, students recorded: Beethoven’s Fifth (the first six notes), by a school musician. Make sure to write all the information you wish to show in this text box.

The computer in the left hand corner would be an excellent location to place an invisible button linking to another card which sites Inter Net addresses about this composer. Remember to let your reader know that the computer is a button, by saying: “Click here to find...” whatever it is you want them to see.

This is just a part of a greater picture. As you learn about new composers, new cards and even stacks can be linked to this one.

This is by no means a “complete picture”. This could be a “Data Base” for composers compiled by several classes over months, even years. There is lots of room for creativity, after all , isn’t creativity what composers teach us?

Before you got toe computer make sure that you have checked all of your articles and all of the graphics that you will need. To complete the project you will need to do the following at the computer.

- 1. Turn the computer on.**
- 2. Log on (Go to server log on, give your name, and lunch number)**
- 3. Click on your server.**
- 4. Click on Applications**
- 5. Click on HyperStudio**
- 6. Go to File, Open Stack**
- 7. Open Desktop, Server, Your Class Year, Your Name**
- 8. Open JWHS (You will see Card #1)**
- 9. Begin by clicking on Objects Menu, drag to Add a Button**
- 10. Choose the invisible button (the one that allows you to draw directly around the area of the map you wish to use. Example: if you wanted to draw around your state so you could discuss a composer from your area....)**
- 11. When it gives you the actions of the button window, choose “New Card” by pushing Open Apple N.**
- 12. This will give you a new card which you can use to put all your data on. (Like the John Williams Card #2) Now you can make all the buttons and stacks you desire about your composer.**
- 13. Remember to periodically save this HyperStudio presentation to your disk or server.**
- 14. When you have completed all of the cards in your stack, have another student review your stack for any errors.**
- 15. When you are satisfied that the stack is complete, turn the stack into your teacher.**