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INSTRUCTIONAL TELEVISION IN MUSIC EDUCATION. NATIONAL CENTER
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THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION (NCSCT) CONFERENCE ON TELEVISION IN MUSIC EDUCATION. IT HAS 4 SECTIONS--(1) A STATUS REPORT OF MUSIC TELECOURSES OFFERED IN THE U.S. BY EDUCATIONAL TV IN 1965-66, (2) A SUMMARY OF THE DISCUSSION AMONG THE 7 MUSIC AND INSTRUCTIONAL AUTHORITIES PARTICIPATING IN THE CONFERENCE, (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE, AND (4) A LIST OF DESCRIPTIONS OF THE MUSIC TELECOURSES OFFERED IN 1965-66. (MS)

N **SCT** **NEWS**

Supplement

National Center for School and College Television

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INSTRUCTIONAL TELEVISION

IN

MUSIC EDUCATION

EM 004 036

CONTENTS

| | Page |
|---------------------------------------------------|------|
| Foreword | 3 |
| Part I—The Status of ITV in Music Education | 4 |
| Part II—An Overview | 5 |
| Part III—ITV in Music Education | 6 |
| Part IV—Music Telecourse Descriptions | 8 |

In a singular effort to stimulate the development of increasingly effective television materials for the nation's schools, the National Center for School and College Television is conducting conferences to assess television materials now being offered in specific subject areas.

This report concerns NCSTC's conference on television in music education. It is divided into four sections:

- *Part I is a status report of music telecourses being offered in the United States by educational television stations during the 1965-66 school year.*
- *Part II is an overview of the discussion among the seven music and instructional authorities who participated in the conference.*
- *Part III is a tabular breakdown of the information gathered for the conference. Here, one can see at a glance what is being offered to students across the country.*
- *Part IV is a listing of descriptions of the music telecourses offered in 1965-66. The descriptions are drawn from the sample lessons and printed information made available by stations for the conference.*

At the conference, the educational and instructional television authorities viewed sample lessons from telecourses, reviewed printed materials (Teacher's Manuals), and then, during the final session, considered the state of television in music education.

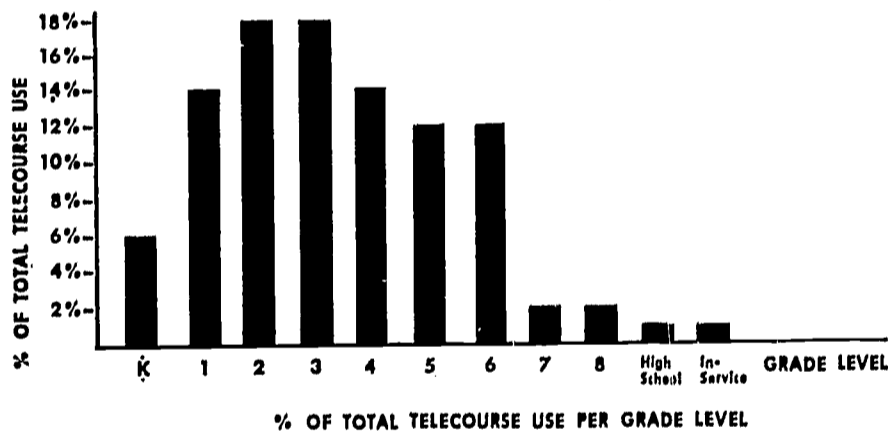
The authorities who joined the NCSTC staff at the conference are Emile H. Serpass, director of the Division of Music for the Chicago Board of Education; Jack Watson, dean of the College-Conservatory of Music, University of Cincinnati; Raymond L. Smith, director, Instructional Television Service of KQED, San Francisco; Colby Lewis, professor of Television and Radio, Michigan State University; Imogene Schwanke, music supervisor, Monticello Public Schools, Monticello, Indiana; Dorothy G. Kelley, professor of Music Education, Indiana University; and Donald Jones, coordinator of institutional radio and television, Standard Oil Company of California.

Part I—THE STATUS OF ITV IN MUSIC EDUCATION

For the conference, NCSCT contacted 116 educational television stations. This portion of the report is based upon materials and information made available by 75 educational television stations. The report does not consider the materials being developed and offered by closed-circuit facilities or by commercial television stations.

It was reported that 138 music telecourses were being offered by 55 educational television stations. Of these courses, 103 were different and the remaining 35 were broadcast by more than one station.

GRADE EMPHASIS The division of the total offerings of instructional television series according to grades showed that 94 per cent were intended for the elementary grades, with 56 per cent aimed at primary and 38 per cent at intermediate grade levels.



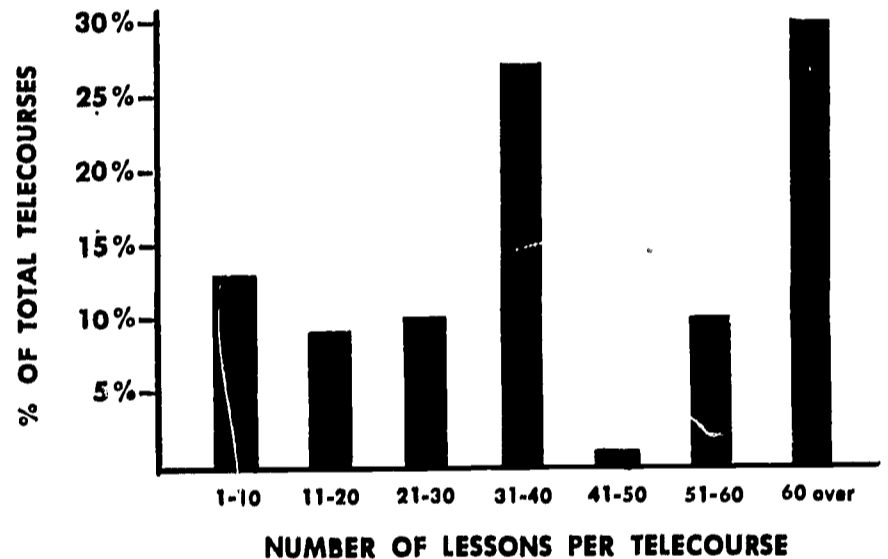
Secondary grades were being offered only five per cent of the total, with one per cent designed for grades 9-12 and four per cent designed for grades 7 and 8. The remaining one per cent was being broadcast for in-service teacher education.

LENGTH OF LESSONS Elementary grade lessons most frequently were 15 minutes in length; secondary lessons, most frequently 30 minutes; and all in-service teacher education telecourses were 30 minutes in length.

On the elementary level 62 per cent of the lessons in all courses being offered were 15 minutes in length. At the secondary level, 67 per cent were 30 minutes in length and 33 per cent, 20 minutes.

Lesson length ranged from 10 to 30 minutes.

NUMBER OF LESSONS IN TELECOURSE The number of lessons in an entire telecourse was dependent upon the frequency of lessons each week and whether the telecourse was broadcast for a full academic year, a semester, or part of a semester. Telecourses ranged in number from one lesson to 180. The largest number of courses had 61 or more lessons: generally, these were the courses that had two lessons a week for a full academic year. Series with 31-40 lessons, the second largest grouping, were usually designed to have one lesson a week. Remaining telecourses were evenly distributed among these groupings: 1-10 lessons, 11-20 lessons, 21-30 lessons, and 51-60 lessons.



WEEKLY FREQUENCY OF LESSONS Eighty-five per cent of the telecourses had one or two lessons a week. Forty-eight per cent of the telecourses had one lesson a week: 96 per cent for K-6 and four per cent for secondary. Thirty-seven per cent of the telecourses had two lessons a week: all for K-6. Forty-nine per cent of the telecourses had lessons that were rebroadcast at least once during the school year.

TAPE OR LIVE Eighty-seven per cent of the educational television stations reporting indicated that the telecourses they broadcast were recorded on videotape (83 per cent) or on film (four per cent) to insure reuse. The remaining 13 per cent of the telecourses being offered were unrecorded.

OUTSIDE SOURCES One-fourth of all music courses offered were produced in places other than the broadcasting station. Of the stations broadcasting music courses, one-third were offering courses produced outside of their locale.

Part II—AN OVERVIEW

Seven authorities in music education and instructional television found little to be enthused about after viewing portions of 70 lessons from almost every telecourse being broadcast in the United States today. The seven met with NCSCT staffers in Bloomington, Indiana.

Greatest concern was for lack of musicianship displayed by some of the teachers and the generally poor quality of their teaching.

While concern was also expressed for the evident lack of imagination, creativity, performance, and continuity, special emphasis was placed on the pivotal importance of the television teacher, the quality of his teaching, and the adequacy of his musicianship.

One conference participant forwarded the discouraged opinion that "television in music education is existing in spite of itself."

However, one of the conference's findings was that televised music education—whether or not the classroom teacher welcomes it and whether or not it is as effective as it might be—is being widely used in the nation's schools. More and more administrators are turning to television in an effort to reach large numbers of students with too few teachers and to bolster the quality of a school system's music instruction.

While the music and instructional television authorities appreciated the difficulty of producing music lessons for television, they insisted that steps must be quickly taken to improve the quality and effectiveness of what is being telecast. They pointed out that both educators and broadcasters have a decade of experience that must be measured and used. Yet, in spite of their disappointment, they remained optimistic about television's potential in music education.

Consensus was that television in music education can be used as a major classroom resource to initiate instruction, as a complementary resource to reinforce the classroom teacher's presentation, or as enrichment to extend the range of content and to broaden student experiences. There was general agreement that television can also play a meaningful part in in-service and pre-service teacher education.

In considering the crucial components of an effective television lesson in music the participants stressed the importance of selecting an effective television teacher. (Throughout the conference, each authority returned again and again to the importance of the teacher.)

The teacher must appreciate his own limitations, must be aware of the sensitivities and the needs of both the classroom teacher and the student, must involve the classroom teacher, must be musically competent, must be able to make available to the classroom first rate performances, and must possess certain unique characteristics necessary for a television teacher.

In selecting materials to be used in the television lesson, television teachers must make careful decisions about learning objectives and how best to reach those objectives. Then, and only then, should lessons be planned and materials developed for presentation.

Consensus was that music selected for either singing or listening must be musically valid and that television lessons ought to be related to major texts at levels where texts are being used. Another suggestion generally agreed upon was that supplementary classroom materials might be made available for use with a television course. Teacher's manuals should be prepared for every course, should not be too long, should contain scores for the music used in the television lesson, and should not assume that the classroom teacher has much time for before and after-lesson activities.

There was agreement that television teachers must do more to motivate students and that they should strengthen both lesson and course continuity, organization, and structure.

"The sample television lessons demonstrate very little thoughtful motivation. There is little genuine effort to interest students in what is being presented or in trying to make students like music," one authority commented.

Without adequate two-way communication between the television teacher and the classroom, singing should be taught only on a "This is how it ought to be done" basis. There was general agreement that songs ought to be taught for a purpose consistent with the lesson's overall objectives.

"Enjoyment in music education through television should not be equated with fun," another authority said. "Enjoyment, he continued, "is a major but not the sole aim of music education. Music education must also contribute to the individual's total development—for instance, listening and analytic skills."

The others agreed and outlined other goals toward which televised music education ought to be striving:

. . . . television ought to help students understand what makes music—melody, singing, instrument playing, listening, body movement.

. . . . television ought to help develop certain basic concepts about music.

. . . . television ought to help develop a student's techniques of perception and performance.

. . . . television ought to develop a refined taste in music.

. . . . television ought to contribute to the student's total development by furthering his understanding of the creative process and a deeper understanding of himself through his own emotional response to the music being used by the television teacher.

(Continued on Page 11)

Part III-ITV IN

| TITLE OF TELECOURSE | PRODUCTION LOCATION | PRODUCER | GRADE LEVEL | NO. OF LESSONS | LENGTH OF LESSON | FREQ. OF BRDCT | TAPE OR LIVE | USED BY OTHERS |
|--------------------------------|---------------------------|--------------------------|-------------|----------------|------------------|----------------|--------------|----------------|
| ACCENT ON MUSIC | Boston, Mass. | WGBH & 21 Inch Classroom | 7-10 | 8 | 30' | 1/mo | T | yes |
| AMERICA SINGS | Omaha, Neb. | KYNE | 5 | 31 | 15' | 1/wk | T | no |
| CONCERTS FOR YOUNG PEOPLE | Pittsburgh, Pa. | WQED | 4-9 | 4 | 30' | | T | no |
| DO RE MI | | Georgia ETV Council | 4-5 | 33 | 20' | | T | no |
| FEDOR KABALIN MUSIC WORKSHOP | University City, Michigan | WUCM | 9-12 | 5 | 30' | 1/wk | T | no |
| FINE ARTS:MUSIC | Austin, Texas | KLRN | 4-6 | 14 | 25' | 2/mo | T | no |
| FROM THE RECORD SHOP | St. Paul, Minn. | KTCA | 6 | 32 | 20' | 1/wk | L | yes |
| INTRODUCING SYMPHONY ORCHESTRA | Sacramento, Calif. | KVIE | 3-6 | 5 | 20' | 1/wk | T | yes |
| INVITATION TO MUSIC | Los Angeles, Calif. | Los Ang. City Schls. | 3 | 32 | 30' | 1/wk | T | no |
| INVITATION TO MUSIC | Los Angeles, Calif. | | 4 | 32 | 30' | 1/wk | T | no |
| IT'S MUSIC TIME | Dallas, Texas | KERA | 1-2 | 16 | 15' | 1/wk | T | no |
| JAN KOK MUSIC THEATER | Durham, N.H. | WENH | K-3 | 62 | 15' | 2/wk | T | yes |
| KEYNOTES OF MUSIC | Orlando, Fla. | WFME | 1-6 | 180 | 20' | 5/wk | T | no |
| KEYS TO MUSIC | Omaha, Neb. | KYNE | 4 | 31 | 15' | 1/wk | T | no |
| LET'S ENJOY MUSIC | Tacoma, Wash. | KTPS | 2 | 70 | 15' | 2/wk | T | no |
| LET'S EXPLORE MUSIC | Tacoma, Wash. | KTPS | 1 | 70 | 15' | 2/wk | L | no |
| LET'S LISTEN AND SING | Omaha, Neb. | KYNE | 1 | 33 | 15' | 1/wk | T | no |
| LET'S MAKE MUSIC | Richmond, Va. | WCVE | 2 | 26 | 30' | 1/wk | T | no |
| LET'S MAKE MUSIC | Richmond, Va. | WCVE | 3 | 26 | 30' | 1/wk | T | no |
| LET'S MAKE MUSIC | Richmond, Va. | WCVE | 4 | 26 | 30' | 1/wk | T | no |
| LET'S SING TOGETHER | Seattle, Wash. | KCTS | 3 | 69 | 15' | 2/wk | T | yes |
| LIVING WITH MUSIC | Omaha, Neb. | KYNE | 6 | 31 | 15' | 1/wk | T | no |
| MAGIC MUSIC | Jacksonville, Fla. | WJCT | 1-6 | 34 | 25' | 1/wk | T | no |
| MELODY TIME | Nashville, Tenn. | WDCN | 3 | 33 | 20' | 1/wk | T | no |
| MERRILY SING | Seattle, Wash. | KCTS | 2 | 70 | 15' | 2/wk | T | yes |
| MUSIC ONE | Tacoma, Wash. | KPEC | 1 | 70 | 20' | 2/wk | L | no |
| MUSIC TWO | Tacoma, Wash. | KPEC | 2 | 100 | 20' | 3/wk | L | no |
| MUSIC THREE | Tacoma, Wash. | KPEC | 3 | 100 | 20' | 3/wk | L | no |
| MUSIC FOUR | Tacoma, Wash. | KPEC | 4 | 100 | 20' | 3/wk | L | no |
| MUSIC FIVE | Tacoma, Wash. | KPEC | 5 | 70 | 20' | 2/wk | L | no |
| MUSIC SIX | Tacoma, Wash. | KPEC | 6 | 70 | 20' | 2/wk | L | no |
| MUSIC-1 | Norman, Okla. | KETA | 1 | 72 | 15' | 2/wk | T | no |
| MUSIC-2 | Norman, Okla. | KETA | 2 | 72 | 15' | 2/wk | T | no |
| MUSIC-3 | Norman, Okla. | KETA | 3 | 72 | 15' | 2/wk | T | no |
| MUSIC-4 | Norman, Okla. | KETA | 4 | 72 | 15' | 2/wk | T | no |
| MUSIC-5 | Norman, Okla. | KETA | 5 | 72 | 15' | 2/wk | T | no |
| MUSIC-6 | Norman, Okla. | KETA | 6 | 72 | 15' | 2/wk | T | no |
| MUSIC-5 | Ogden, Utah | KWCS | 5 | 70 | 20' | 2/wk | T | no |
| MUSIC-6 | Ogden, Utah | KWCS | 6 | 70 | 20' | 2/wk | T | no |
| MUSIC GRADE 2 | Denver, Col. | KRMA | 2 | 35 | 20' | 1/wk | L | no |
| MUSIC GRADE 3 | Denver, Col. | KRMA | 3 | 31 | 20' | 1/wk | L | no |
| MUSIC GRADE 4-6 | Denver, Col. | KRMA | 4-6 | 35 | 20' | 1/wk | L | no |
| MUSIC 5-6 | Buffalo, N.Y. | WNED | 5-6 | 28 | 20' | 1/wk | T | no |
| MUSIC-1 | St. Paul, Minn. | KTCA | 1 | 11 | 15' | 1/wk | T | yes |
| MUSIC-2 | St. Paul, Minn. | KTCA | 2 | 11 | 15' | 1/wk | T | yes |
| MUSIC-3 | St. Paul, Minn. | KTCA | 3 | 12 | 15' | 1/wk | T | yes |
| MUSIC-4 | St. Paul, Minn. | KTCA | 4 | 11 | 15' | 1/wk | T | yes |
| MUSIC-5 | St. Paul, Minn. | KTCA | 5 | 10 | 15' | 1/wk | T | yes |
| MUSIC-6 | St. Paul, Minn. | KTCA | 6 | 10 | 15' | 1/wk | T | yes |
| MUSIC-K | St. Paul, Minn. | KTCA | K | 10 | 15' | 1/wk | T | yes |
| MUSIC BOX | Louisville, Ky. | WFPK | 3 | 72 | 20' | 2/wk | L | no |

MUSIC EDUCATION

| TITLE OF TELECOURSE | PRODUCTION LOCATION | PRODUCER | GRADE LEVEL | NO. OF LESSONS | LENGTH OF LESSON | FREQ. OF BRDCT | TAPE OR LIVE | USED BY OTHERS |
|--------------------------------|---------------------|------------------|-------------|----------------|--------------------|----------------|--------------|----------------|
| MUSIC BOX | Louisville, Ky. | WFPK | 5 | 72 | 20' | 2/wk | L | no |
| MUSICAL CARROUSEL | Corvallis, Ore. | KOAP/KOAC | 4 | 29 | 15' | 1/wk | L | no |
| MUSIC FOR LISTENING | Montgomery, Ala. | Alabama ETV | 5-6 | 32 | 30' | 1/wk | T | no |
| MUSIC FOR YOU | Lafayette, Ind. | MPATI | 4-6 | 64 | 20' | 1/wk | T | yes |
| MUSIC FOR YOU (lower primary) | Milwaukee, Wis. | WMVS/WMVT | 1 | 8 | 15' | 1/3 wks | T | no |
| MUSIC FOR YOU (middle primary) | Milwaukee, Wis. | WMVS/WMVT | 2 | 8 | 15' | 1/3 wks | T | no |
| MUSIC FOR YOU (upper primary) | Milwaukee, Wis. | WMVS/WMVT | 3 | 8 | 15' | 1/3 wks | T | no |
| MUSIC FOR YOU 4-6 | Milwaukee, Wis. | WMVS/WMVT | 4-6 | 8 | 20' | 1/3 wks | T | no |
| MUSIC FOR YOUNG PEOPLE | New York, N.Y. | NET | 4-6 | 13 | 30' | 1/wk | KINE | yes |
| MUSIC MAKERS | Nashville, Tenn. | WDCN | 4 | 6 | 30' | 1/wk | T | no |
| MUSIC ROOM | East Lansing, Mich. | WMSB | 1-2 | 69 | 10' | 2/wk | T | |
| MUSIC ROOM 1 | Memphis, Tenn. | WKNO | 1 | 60 | 15' | | T | yes |
| MUSIC ROOM 2 | Memphis, Tenn. | WKNO | 2 | 60 | 15' | | T | yes |
| MUSIC ROOM 3 | Memphis, Tenn. | WKNO | 3 | 60 | 15' | | T | no |
| MUSIC ROOM 4 | Memphis, Tenn. | WKNO | 4 | 60 | 15' | | T | no |
| MUSIC ROOM 5 | Memphis, Tenn. | WKNO | 5 | 60 | 15' | | T | no |
| MUSIC ROOM 6 | Memphis, Tenn. | WKNO | 6 | 60 | 15' | | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 5 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 4 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 6 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 2 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 3 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME | Des Moines, Iowa | KDPS | 1 | 35 | 15' | 1/wk | T | no |
| MUSIC TIME I | Atlanta, Georgia | Georgia | 3-4 | 33 | 30' | | T | no |
| MUSIC TIME II | Atlanta, Georgia | ETV | 5-6 | 34 | 30' | | T | no |
| PATHWAYS TO MUSIC | Atlanta, Georgia | Georgia | INS | 4 | 30' | | T | no |
| PATHWAYS TO DISCOVERING MUSIC | Atlanta, Georgia | ETV | INS | 4 | 30' | | T | no |
| PATTERNS IN MUSIC | Richmond, Va. | WCVE | 5 | 30 | 25' | 1/wk | T | no |
| PRIMARY MUSIC OVERVIEW | Portland, Ore. | KOAP/KOAC | INS | 1 | 30' | 1 | T | no |
| RHYMES, RHYTHMS, & ROUNDS | Seattle, Wash. | KCTS | 4 | 68 | 15' | 2/wk | T | yes |
| SING A SONG AT SIGHT | Kansas City, Mo. | KCSD | 4 | 16 | 15' | 2/mo | L | no |
| SING AND PLAY | Atlanta, Georgia | Georgia ETV | 1-3 | 33 | 20' | | T | no |
| SING, CHILDREN, SING | Boston, Mass. | WGBH | K-2 | 15 | 15' | 1/wk | T | yes |
| SING HI, SING LO | New York, N.Y. | NET | K-3 | 52 | 15' | 2/wk | KINE | yes |
| SINGING AND DOING | Omaha, Neb. | KYNE | 3 | 34 | 15' | 1/wk | T | no |
| SINGING, LISTENING & DOING | Lafayette, Ind. | MPATI | K-3 | 64 | 15' | 2/wk | T | yes |
| SINGING TOGETHER | St. Paul, Minn. | KTCA | 3 | 64 | 1/2-20' 1/2-15' | 2/wk | L | yes |
| SONGS AND SOUNDS | Seattle, Wash. | KCTS | 3 | 68 | 15' | 2/wk | T | yes |
| SONGS, SOUNDS & SYMBOLS | Cleveland, Ohio | WVIZ | 4-6 | 22 | 20' | 1/wk | T | no |
| STEPPING INTO RHYTHM | Cleveland, Ohio | WVIZ | K-2 | 32 | 15' | | T | no |
| TAKE NOTE | Ogden, Utah | KOET | K-1 | 36 | 20' | 2/wk | T | no |
| THERE IS MUSIC IN THE AIR | Buffalo, N.Y. | WNED | 1-2 | 28 | 20' | 1/wk | T | no |
| TIME FOR MUSIC | East Lansing, Mich. | WMSB | 3-4 | 33 | 30' | 1/wk | T | no |
| TIME FOR MUSIC | Marquette, Mich. | Central Mich ETV | 3-4 | 35 | 15' | 1/wk | T | no |
| U AND I IN MUSIC | Ogden, Utah | KOET | K-3 | 52 | 15' | 2/wk | T | yes |
| U AND I IN MUSIC | Ogden, Utah | KOET | 4-6 | | 15' | | T | yes |
| UNDERSTANDING MUSIC I | Schenectady, N.Y. | WMHT | K-2 | 32 | 15' | 1/wk | T | no |
| UNDERSTANDING MUSIC II | Schenectady, N.Y. | WMHT | 3-4 | 30 | 15' | 1/wk | T | no |
| UNDERSTANDING MUSIC III | Schenectady, N.Y. | WMHT | 5-6 | 31 | 15' | 1/wk | T | no |
| WE READ AND SING | Richmond, Va. | KYNE | 2 | 33 | 15' | 1/wk | T | no |
| WORDS AND MUSIC | Tampa, Fla. | WEDU | 4-6 | 34 | 25' | 1/wk | T | yes |
| WORLD OF MUSIC | Atlanta, Georgia | Georgia ETV | 6-7 | 33 | 20' | 1/wk | T | no |

Part IV—MUSIC TELECOURSE DESCRIPTIONS

ACCENT ON MUSIC

Teacher: Dr. Edward Gilday

Enriches existing music courses by bringing seventh-tenth graders experiences that would be difficult, if not impossible, to duplicate in the classroom. Utilizes the many musical resources of the Boston area such as the Handel and Haydn Society, The Greater Boston Youth Symphony, and the MIT Concert Band.

AMERICA SINGS

Teacher: Dave Moore

Assists fifth graders in the development of a deeper appreciation of music.

CONCERTS FOR YOUNG PEOPLE

Teacher: Miss Christine Skoda

Assists fourth to ninth graders in the development of a deeper appreciation, understanding and enjoyment of symphonic music. Emphasizes selections to be performed by the Pittsburgh Symphony Orchestra at its 1965-66 series of Concerts for Young People.

DO RE MI

Teacher: Miss Barbara Rustin

Encourages, for fourth and fifth graders, active participation in music through singing, listening, moving to music, and playing rhythm and melody instruments.

FEDOR KABALIN MUSIC WORKSHOP

Teacher: Fedor Kabalin

Describes, for the ninth-twelfth grades, various instruments, their place in the orchestra, their range, and how they are used.

FINE ARTS: MUSIC

Teacher: Mrs. Catherine J. Longenecker

Utilizes guest performers to give instruction in the fundamentals of music and music appreciation for the intermediate grades.

FROM THE RECORD SHOP

Teacher: Mrs. Lillian Giere

Studies the orchestra (strings and woodwinds, brass and percussion) for six graders, for understanding and appreciation. Includes opera, spirituals, jazz and popular music, the organ, chord music, the rondo form, the sonatina and sonata, folk songs and dances.

INTRODUCING THE SYMPHONY

Teacher: James Adair

Introduces sections of the symphony orchestra for third to sixth grades. Closes with two short concerts.

INVITATION TO MUSIC

Teacher: Mrs. Frances Benedict

Introduces, for the third and fourth grades, new songs, musical instruments, the use of these instruments, and several outstanding musicians who perform on the programs.

IT'S MUSIC TIME

Provides grades one and two with a description of musical instruments, various types of music, and source of various kinds of music.

MUSIC THEATER

Teacher: Jan Kok

Stresses instruction and experience in such primary music skills as listening, singing, playing instruments, and creating music for kindergarten through the third grade. Discusses the theory of music, the nature of sound, the elements of music, and musical instruments. Teaches children how to read music and encourages them to sing and play instruments—alone and in groups.

KEYNOTES OF MUSIC

Teacher: Miss Carolyn Bishop

Gives first through sixth graders a better understanding and appreciation of music.

KEYS TO MUSIC

Teacher: Miss Sally Jerome

Assists fourth graders to achieve a greater appreciation and understanding of music.

LET'S ENJOY MUSIC

Teacher: Miss Elda Sulerud

Teaches basic music concepts, for the second grade, and encourages student participation.

LET'S EXPLORE MUSIC

Teacher: Miss Elda Sulerud

Discusses basic music concepts for the first grade, and encourages student participation.

LET'S LISTEN AND SING

Teacher: Miss Sally Jerome

Assists first graders to achieve an appreciation of music.

LET'S MAKE MUSIC

Teacher: Miss Louise Bramm

Increases enjoyment of singing and playing for second graders by approaching all music first through hearing and feeling. Introduces the study of the printed music page and understanding of musical symbols.

LET'S MAKE MUSIC

Teacher: Miss Jane Willard

Helps the third graders to find enjoyment in singing, playing, and listening to music and to develop their ability to understand the printed page.

LET'S MAKE MUSIC

Teacher: Mrs. Margaret Gifford

Increases children's pleasure in singing and playing through a more thorough understanding of the music page. Emphasizes the use of the song flute. Designed for the fourth grade.

LET'S SING TOGETHER**Teachers: Mrs. Patricia Kloes and David Eddy**

Emphasizes varied experiences in singing, rhythmic response, and note-reading readiness appropriate for the third grade. Provides students with a well-planned, enjoyable, educational experience in music.

LIVING WITH MUSIC**Teacher: Dave Moore**

Assists sixth graders to achieve a deeper understanding and appreciation of music.

MAGIC OF MUSIC**Teacher: Mrs. Nita James**

Covers, for grades one through six, the broad aspects of music and stimulates children to discover the many uses and joys of music.

MELODY TIME**Teacher: Mrs. Nancy Brantley**

Assists the third grade teacher to provide supplemental musical enrichment for the student.

MERRILY SING**Teachers: Mrs. Patricia Kloes and David Eddy**

Illustrates, for the second grader, varied experiences in singing, rhythmic response, and note-reading readiness appropriate for the grade level.

MUSIC ONE**Teacher: Mrs. Joan Curtiss**

Presents singing done by rote with emphasis on mood, tempo, enunciation, and interpretation. Stresses musical activities that will encourage children to want to sing, move rhythmically, use rhythm band instruments, interpret creatively, or listen quietly.

MUSIC TWO**Teacher: Mrs. Joan Curtiss**

Stresses participation in singing, listening, and rhythmic activity. Emphasizes singing and the enjoyment of music.

MUSIC THREE**Teacher: Mrs. Lenore Taylor**

Discusses singing, listening, rhythmic activity, and simple theory. Emphasizes singing and the enjoyment of music, and exposes children to a wide variety of music, both vocal and instrumental. Gives basic skills as a background for music-reading, and uses rounds and descants as a basis for two-part singing.

MUSIC FOUR**Teacher: Mrs. Lenore Taylor**

Discusses singing, listening, rhythmic activity, and simple theory. Emphasizes singing and the enjoyment of music by exposing children to a wide variety of music, both vocal and instrumental, and describes basic skills needed for music-reading. Uses rounds and descants as a basis for two-part singing.

MUSIC FIVE**Teacher: Mrs. Waletta Carlson**

Presents a basic foundation in music, and studies singing easy two-part songs, music appreciation, and basic notation.

MUSIC SIX**Teacher: Mrs. Waletta Carlson**

Describes a basic foundation in music, singing easy two-part songs, music appreciation, and basic notation.

MUSIC 1, 2, 3, 4, 5, 6**Teacher: Several**

Provides basic musical information and experiences leading to a better appreciation of music and the part it plays in the life of an individual.

MUSIC 5**Teacher: Bruce Erickson**

Initiates units of study using songs as vehicles for concept teaching and skill development. Presents special films and film strips for enrichment and art appreciation.

MUSIC 6**Teacher: Bruce Erickson**

Describes units of study by using songs as vehicles for concept teaching and skill development. Presents special films and film strips for enrichment and art appreciation.

MUSIC, GRADE 2**Teacher: Miss Doris Yeingst**

Illustrates musical compositions and songs by rote and a variety of visual aids.

MUSIC, GRADE 3**Teacher: Miss Doris Yeingst**

Teaches musical compositions and songs by rote and various visual aids.

MUSIC, GRADES 4, 5, and 6**Teacher: Miss Nan Willett**

Broadens the knowledge and outlook of primary grades 4, 5, and 6, by making full use of visual aids, guests and films. Covers music from the classics and chamber music to jazz and Broadway.

MUSIC 5-6**Teacher: Wallare C. Mayo**

Enriches the child's musical knowledge and is not intended to replace regular classroom music education.

MUSIC K, 1, 2, 3, 4, 5, & 6**Teachers: Miss Joann Paden and Miss Pauline Kolsrud**

Complements the music instruction offered the different grade levels.

MUSIC BOX**Teacher: Mrs. Virginia West**

Emphasizes music reading, rhythmic response, singing, and listening, for the third, fourth and fifth grades.

MUSICAL CARROUSEL**Teacher: Mrs. Patricia Shrader**

Brings to the fourth grade class enjoyable musical experiences in singing, rhythm, and listening.

MUSIC FOR LISTENING**Teacher: Mrs. Mary Justice**

Presents, for grades five and six, historical information and excerpts of well known works of principal classical and contemporary composers. Illustrates musical themes of these works, visually and by the use of original songs, and presents rhythm studies of simple dances and rhythm activities.

MUSIC FOR YOU**Teacher: Miss Delores Dudley**

Stresses the fundamental elements of music for grades four to six—melody, rhythm, tone quality, tempo, dynamics and forms

through singing, listening, rhythmic expression, playing instruments, creating and reading.

MUSIC FOR YOU

Teacher: Miss Roberta Best

Motivates and directs pupils in the development of thinking and planning processes, and provides pupils with rare and unusual experiences in learning which would not be available otherwise. Designed for grades one through six.

MUSIC FOR YOUNG PEOPLE

Introduces the instruments of the orchestra, and describes music composed for various instrumental families for grades four through six.

MUSIC MAKERS

Teacher: Miss Jane Treadway

Introduces instrumental music for the fourth grade, and provides guidance in the selection of an instrument for future band work.

MUSIC ROOM

Teacher: Mrs. George Ann Wolfe

Establishes a basis for understanding and appreciating the music around us by awakening an interest in music and encouraging the development of musical skills for the first and second grader. Provides musical experience and activities in singing, listening, rhythms, playing instruments, creativity, and music reading.

THE MUSIC ROOM—1

Teacher: Mrs. Anthony Walsh

Provides basic instruction in music for first graders.

THE MUSIC ROOM—2

Teacher: Mrs. Anthony Walsh

Offers basic instruction in music for second graders.

THE MUSIC ROOM—3

Teacher: Mrs. Anthony Walsh

Gives basic instruction in music for third graders.

THE MUSIC ROOM—4

Teacher: Mrs. Anthony Walsh

Provides basic instruction in music for fourth graders.

THE MUSIC ROOM—5

Teacher: Mrs. Anthony Walsh

Gives basic instruction in music for fifth graders.

THE MUSIC ROOM—6

Teacher: Mrs. Anthony Walsh

Offers basic instruction in music for sixth graders.

MUSIC TIME

Teacher: Miss Jeanette Hickman

Presents musical concepts, keyboard and auto harp experiences, and two-part and unison singing for the fifth grade.

MUSIC TIME

Teacher: Miss Sharon Karstens

Teaches tonette playing and two-part singing for the fourth grader.

MUSIC TIME

Teacher: Miss Sharon Karstens

Offers tonette playing and three-part singing for the sixth grader.

MUSIC TIME

Teacher: Miss Norma Van Zee

Illustrates the objectives of the theory and musical skills desired for second and third grade level, and develops listening skills.

MUSIC TIME

Teacher: Miss Norma Van Zee

Involves children of the first grade in singing, making rhythmic responses, listening and developing concepts of music (Tempo-Dynamics).

MUSIC TIME I

Teacher: Edward Cleino

Presents a sequenced program of musical activities covering note singing, music reading, singing games and rhythms, and creation of music for the third and fourth grade.

MUSIC TIME II

Teacher: Edward Cleino

Emphasizes note singing, music reading, singing games, listening, playing of melody instruments and creating music for grades five and six.

PATHWAYS TO MUSIC

Teacher: Lloyd Pfauton

Presents music television workshop on choral music at the high school level for in-service teacher education.

PATHWAYS TO DISCOVERING MUSIC

Teacher: Charles Leonhard

Presents information about music, a pattern for the teaching of music in the elementary school, and suggestions concerning the organization of the music program in the elementary school for in-service teacher education.

PATTERNS IN MUSIC

Teacher: Mrs. June Allen

Teaches fifth graders folk songs, sounds, art songs, and the rudiments of chord structure. Introduces outstanding composers and helps the pupils recognize the relationship of the arts.

PRIMARY MUSIC OVERVIEW

Teacher: Jesse S. Foster

Gives new teachers in our school systems an overview of the Primary Music program in schools during their induction period.

RHYMES, RHYTHMS AND ROUNDS

Teachers: Mrs. Patricia Kloes and David Eddy

Presents varied experiences in singing, rhythmic response, and note-reading readiness appropriate for grade four.

SING A SONG AT SIGHT

Teacher: Richard C. Berg

Illustrates rhythms and music reading to the fourth grade.

SING AND PLAY

Teacher: Miss Rose Kolpatzki

Stimulates active participation in music through singing, playing rhythm and melody instruments, movement and listening for grades one, two and three.

SING, CHILDREN, SING

Teacher: Tony Saletan

Provides music experiences not ordinarily available in the classroom for the second grade. Presents folk songs and dances from many countries and introduces representative stringed, woodwind and percussion instruments. Involves viewers in sing-

ing and responding to rhythms and seeks to stimulate creative expression.

SING HI, SING LO

Teacher: B. Kennett

Supplements music education for the kindergarten through the third grade.

SINGING AND DOING

Teacher: Miss Sally Jerome

Assists third graders in understanding and appreciating music.

SINGING, LISTENING, AND DOING

Teacher: Miss Delores Dudley

Stresses, for kindergarten through the third grade, the fundamental elements of music—melody, rhythm, tone quality, tempo, dynamics and forms through singing, listening, rhythmic expression, playing instruments, creating and reading.

SINGING TOGETHER

Teacher: Mrs. Lillian Giere

Illustrates review songs, new songs, Far Training Drill, sign singing drill, note songs, and music appreciation for the third grade.

SONGS AND SOUNDS

Teachers: Mrs. Patricia Kloes and David Eddy

Offers varied experiences in singing, rhythmic response, and note-reading readiness appropriate for grade three.

SONGS, SOUNDS AND SYMBOLS

Teacher: Miss Elaine Shakley

Provides experiences not available in the classroom through visits with accomplished musicians, the playing of unusual instruments, ballet, presentation of instrument families and a variety of songs, and original instrumental pieces of children for grades four-six.

STEPPING INTO RHYTHM

Teacher: Miss Brenda Veal

Stimulates singing, rhythm, listening, and instrument experiences to help the child discover what music is and what is most enjoyable. For kindergarten through the second grade.

TAKE NOTE

Teacher: Miss Jeanette Braleo Holt

Introduces specific objectives such as rhythms high and low tempo, dynamics, form and harmony for kindergarten and first grade.

THERE'S MUSIC IN THE AIR

Teacher: Lawrence G. Hemink

Helps the classroom teacher, for grades one and two, to use music as a part of her regularly scheduled work in other areas and relates those areas to music for the enrichment of the courses that she is directly responsible for as part of her regular assignment.

TIME FOR MUSIC

Teacher: Mrs. George Ann Wolfe

Provides appropriate musical experience in grades three and four for children to develop creativity, good taste, and the ability to enjoy good music with understanding and discrimination. Provides the core for listening to music, singing, instrumental music, music reading and rhythmic.

TIME FOR MUSIC

Teacher: Mrs. George Ann Wolfe

Deals with music, for the third and fourth grade, as it is used throughout the year, emphasizing the moods, the activities, the seasons, and the part music plays in our lives.

U AND I IN MUSIC

Teacher: Miss Pamela Johnson

Provides motivation for grades 4-6 for greater enjoyment and appreciation of the musical art.

U AND I IN MUSIC

Teacher: Miss Pamela Johnson

Gives grades kindergarten to three motivation for greater enjoyment and appreciation of the musical art.

UNDERSTANDING MUSIC I

Teacher: Miss Catherine Turnbull

Provides cultural material that is stimulating to the imagination for the kindergarten through the second grade. Trains children's ears to hear differences in rhythm, pitch and mood.

UNDERSTANDING MUSIC II

Teacher: Miss Catherine Turnbull

Builds on the fundamental concepts already covered in UNDERSTANDING MUSIC I—K-2nd grade. Progresses through new areas of interest and brings into the classroom a wide variety of musical experiences which are often impossible to achieve except through the medium of television. Designed for grades three and four.

UNDERSTANDING MUSIC III

Teacher: Miss Catherine Turnbull

Explores music of America and elsewhere, for grades five and six. Discusses mood, form, instruments, composers and folk music and correlates music, art and literature where appropriate.

WE READ AND SING

Teacher: David Moore

Assists second graders in understanding and appreciating music.

WORDS AND MUSIC

Teacher: Allan Entz

Helps create enjoyment and appreciation of all kinds of music, as well as recognition and understanding of various musical forms for grades four through six.

THE WORLD OF MUSIC

Teacher: Miss Lynda Moore

Provides better understanding of music and people from around the world through their music. Aimed at the sixth and seventh grades.

(Continued from Page 5)

... television ought to bring into the classroom materials usually not available.

... television ought to develop materials that appeal to both girls and boys.

Calling for an increase in depth of musical understanding as students move up the academic ladder, the conference noted that television in music education is currently most widely used at the elementary grade level. At the elementary level, the experts emphasized that television teachers make their lessons enjoyable and imaginative. They also urged that teachers stress development of listening skills as opposed to singing skills. To accomplish these goals, they suggested that a team of television teachers may prove most effective.



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