

Professor Amy Ibberson
Music
Wolfson Campus

Objective:

Students will develop an appreciation for nature and the importance of preservation of history.

Students will be able to define musical vocabulary from the baroque, renaissance, 18th century as applies to designs found in Vizcaya Museum and Gardens.

Students will be presented with information more visually, auditorily and physically than before to create a multi-sensory environment.

Students will work collaboratively to provide a positive social interaction by group discussion.

Students will be able to reassemble their memories of the field trip and correlate it with the material in class.

Procedure:

1. Define the following terms:
 - a. basso continuo
 - b. harpsichord
 - c. chamber music
 - d. galant style of early classical period
 - e. forms of Renaissance (terms) etc

2. Take a guided tour of Vizcaya.
 - a. Explore the interior design, art, instruments in the Baroque music room.
 - b. Discuss the ethics and importance of preservation of instruments.
 - c. Discuss the effects and difficulties of this as it relates to the environment of salt water and a humid, tropical climate.
 - d. Discuss the importance of climate control as related to the tuning and preservation of instruments in music room.

3. Take a self-guided tour of Vizcaya Garden while listening to Italian Renaissance music
 - a. Discuss the form and design of an Italian Renaissance garden as it relates to the form of Italian music from the same period. Compare and contrast with the galant style from 18th century music as homework.

Assessment:

Student will work together in groups of 4 or 5 to use lyrics for increased long term memory. They will write lyrics incorporating material learned with their experiences and observations to a melody of their choice while in the Vizcaya garden.

Students will complete the “ticket out the door” to reassemble their memories and experiences of the field trip while at Vizcaya.

Student will write a short comparison/contrast essay relating Vizcaya’s garden to Italian Renaissance music. Further comprehension should reveal their understanding of how this relates to 18th galant style. This will be done as homework to practice essay writing as music history is a Gordon rule class.

TICKET OUT THE DOOR

1. The part of the activity I liked best was.....

2. The part that could have been shortened or eliminated was.....because.....

3. As of result of the activity I feel.....

4. Overall, I thought the activity was.....

5. One thing I didn’t understand well was.....

6. Other comments and suggestions:

PROCESSING THROUGH MUSIC

Name of team member:

Name of your song:

Sung to the tune of:

Please write the lyrics below: