

## Field Trip Learning Plan

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EDUB 3508 – Language and Content Instruction of EAL Students

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For my field trip I will be taking a grade twelve music class to the Winnipeg Art Gallery. There will be a few students (less than five) who have little to no English and have been in school in Winnipeg for under a year. There will be approximately five students who have an intermediate level of English and have been in school in Winnipeg for approximately 2 years. There will be 10 students who are fluent in English and have spent their whole lives in the English school system in Winnipeg/Canada.

For the field trip I would book a school bus, or we would walk, depending on how close the school is to the art gallery. I would need ~\$120 from my budget to pay for a tour. If I did not have enough money in my budget, I could ask the school's principal, I could ask for a discount from the Winnipeg Art Gallery (they have a program called art reach, <https://www.wag.ca/learn/in-the-community/#art-reach>), or I could reach out to a charitable organization such as the Winnipeg Foundation and ask for funding. I could also apply to the government of Manitoba Arts Education Grant Program which provides \$500 to creative projects in dance, drama, music, and visual arts. If funding was an issue, it would only be \$30 for a self-guided tour. My idea for this field trip is for it to be used as a source of inspiration in creating a piece of music on a program called beep box. I will have a pre-trip activity before we go outlining the purpose of our trip.

The Winnipeg Art Gallery has an EAL tour which I would book. They give out a booklet in advance which I would use as a part of our first activity for this learning plan. If, for some reason, (budgetary or otherwise) the EAL tour was not available, I would request translations of the tour material/art descriptions from the Winnipeg Art Gallery in advance. If they weren't available, I would request to have some materials sent to me in advance so I could find some sort of translations for the EAL students. If I could not find a community member or staff member who spoke their language, I would use google translate as a last resort. I would focus on the Qaumajuq portion of the art gallery.

## **Activity 1 – Pre field trip, in class**

### **Curricular outcomes:**

- (EAL) 4.2.2 Demonstrate productivity – speaking & writing
- (Music) Connecting - M-C3 - Examining how music can be a means of sharing diverse viewpoints and of understanding the perspectives of others.
  - Exploring how music and music artists make and communicate meaning and create unique ways to know self and to perceive the world.

This activity will be going over the reason for our field trip (to provide inspiration for our music project). We will touch on the topic of how people create music and how they can be inspired by many different things, including nature, emotions, objects, and art. We will also go over the documents that were provided to us by the Winnipeg Art Gallery.

### **Activate prior knowledge: (~15-20 minutes)**

Introduce the lesson by saying we are going to listen to a beep box song. The students are familiar with beep box (it is an online music creation tool) and will understand what a beep box song is. Listen to the song: <https://t.co/0nKVC6j3xL> After we had listened to the song once, I would ask students to share any thoughts they had about the piece. I would then tell them we are going to listen to it again, and I want them to think about what inspired that person to make that piece of music. Explain that they are going to share what they think the inspiration could be with a partner. Also tell them I will ask a few partners what they shared with each other. Encourage EAL students who speak the same home language to partner together. If there is a student who

does not have a partner with a home language, I would check up with them to make sure they are understanding the activity.

**Acquire new knowledge: (~ 5-10 minutes)**

Once the students listened again and shared their ideas, I would then supply examples of things that could have inspired that person. It could be a flower, or a bee landing on that flower, or a table, space, the universe, their mom. Explain that anything can be an inspiration for music and that there are no wrong answers when interpreting someone else's work. This is also when I will explain to the students that we are going to the Winnipeg Art Gallery to inspire us to create a piece of music. Tell them they will be picking at least one piece of art that inspires them to create a piece of music. Also explain they will have to write about how their music was inspired by the art that they chose. We will also go over the information we received from the Winnipeg Art Gallery [here](#).

**Application: (~10 minutes)**

I would show students how this concept can be applied. I would choose something that I wish my piece of music to be inspired by. One possible example is a drawing of a wolf.



Figure 1 - by Sarickbanana - <https://www.deviantart.com/sarickbanana/art/Wolf-336247794>

I think wolves are strong, but also sneaky. To show this in my music I would have slow, loud, looming passages to represent the strength, and then contrast that with fast and quiet passages to represent their stealth. Share the above explanation with the students, and show the song I made to represent those ideas: <https://tinyurl.com/y67aycbb> Explain we will be making our songs when we return from the field trip. Supports for EAL students: have pictures to represent the different characteristics of the wolf. For example, muscles for their strength, a person running for speed, and perhaps a picture of a spy or someone sneaking to represent stealth. Show these pictures when the different parts of the music are being played.

**Assessment: (~5-20 minutes)**

Ask the students to come up with an example of what they are inspired by, and how they will show that with their music. Tell students to write their explanation on how they will portray the inspiration musically but encourage them to draw out their inspiration instead of just writing it. Once they are finished, ask students to share with partners or in groups of up to 4.

**Activity 2 – During field trip, in Winnipeg Art Gallery**

**Curricular outcomes:**

- (Music) Connecting M-C2 Exploring how music and music artists influence and are influenced by other disciplines and subject areas.
- (Music) Creating M-CR2 Remaining open to emerging, serendipitous ideas and inspiration.
- (EAL) 3.2.2 Demonstrate knowledge of Canada's peoples, cultures, and traditions.

- Explore the historical roots of traditional and contemporary cultural elements of Indigenous cultures, minority cultures, and dominant Canadian cultural heritage (e.g., holidays and celebrations, music, dance, art, literature, and food).

In this lesson we will be going on a tour (either with a tour guide or self-guided) through the Winnipeg Art Gallery, focusing on the Quamajuk portion. Once done with the tour, students will have some free time to explore the gallery. This is when they will select their art to use as inspiration for their musical piece.

**Activate prior knowledge: (~5 mins)**

Remind students that we will be picking a piece of art to inspire our piece of music we create. Play the example beepbox piece: <https://tinyurl.com/y67aycbb> and ask if students remember what it was meant to represent. (Strength, swiftness, and stealth of a wolf). If they do not remember, remind them that the piece was inspired by a wolf. If that still does not jog their memories, remind them of the qualities.

**Acquire new knowledge: (~60 mins)**

Students will go on a tour of the gallery and learn about all the different pieces of art, as facilitated by the tour guide. The tour guide will facilitate learning for the EAL students. If on a self-guided tour, I would simplify the descriptions of the art for the level of English that the EAL students are at, as well as go over the translated materials I created prior to the fieldtrip.

**Application: (~15 minutes)**

Once the tour was over, I would let the students explore the art gallery to choose a piece of art to base their piece of music on. I would hand out paper and pencils so that they could write down

the name of the art piece so they could refer to it later. (<https://vault.wag.ca/>) If they would like they could also draw the piece of art. I would also ask them to write down 2 qualities that they can use to represent the art piece in their music. I would circulate to make sure that students are on task and provide help where needed. Allow students to work in pairs or groups.

**Assessment: (~5 minutes)**

Ask students to share their selection with another student and/or group of students. Ask them what they heard from their peers. (For example, ask student 1, what piece of art did student 2 choose and what was one of the qualities they will represent in their music?) Collect and read the students' sheets. Make sure they have selected one (or more) pieces of art to base their piece of music off of. If they did not complete the task, hand back the sheet and help them complete it. Write down some pieces of art just in case you run out of time and some students do not complete the task.

**Activity 3 – After field trip, in class**

**Curricular outcomes:**

- (EAL) 2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes.
- (Music) Creating M-CR2 selecting, synthesizing, and organizing promising ideas, motifs, themes, and music elements to arrange, improvise, and compose, and for music production and creation.
- (Music) Creating M-CR2 Q defining, analyzing, and solving creative music challenges.



**Activate prior knowledge: (~5 minutes)**

Ask students if they remember the field trip to the art gallery. Ask for a favourite and least favourite part. Tell them that today we are going to be using the art that inspired them to create a piece of music.

**Acquire new knowledge: (~ 15-30 minutes)**

Before students start creating their piece of music, I would outline some examples of how they could represent their qualities musically. First, go over the ones we already covered. I showed an example of representing strength, stealth, and speed. Strength was represented by high volume, and slow moving, long notes in a low register. Stealth was represented by low volume, and speed was represented by faster moving notes in a higher register. Play the example beepbox piece, (<https://tinyurl.com/y67aycbb>) and say the qualities when the music is playing. (First four measures is strength, the second four measures are speed and stealth.) Ask the students for another quality and how they think it could be represented. Another (much more difficult) example could be freedom. I would use something with a brassy sound (potentially French Horn) in a moderate register with large upwards leaps. Explain that there is no wrong way to represent the qualities that they have from their art, but they must be able to explain it. After explaining this idea of representing a quality musically, ask students for some of their qualities from their inspirational art pieces so that the group can brainstorm ways to represent them musically. Tell students to write down anything they think they can use for their project.

**Application: (60+ minutes)**

Once the arduous process of figuring out how to represent a quality musically, hand out devices/go to a computer lab and open up beepbox. The students are very familiar with this

software and should not require much help. If they do, refer to the instructions found at <https://www.beepbox.co/>. Allow students 1 – 2 periods to work on their pieces of music. Allow students to work in pairs or groups.

**Assessment: (60+ minutes)**

Once the students feel they are done their piece of music (or it's been 2 periods, whichever comes sooner) ask them to send the link in an email to you. (File>shorten link>copy>paste in email>send.) Once you have received all the emails, ask who would like to share first. Listen to the piece at least twice before saying anything. Then, show the pieces of art (<https://vault.wag.ca/>) and see if you can guess which one inspired the piece of music. If not, ask the student(s) which piece of art inspired them. From there, see if you can determine the qualities of the art that they represented in the music. If not, ask the student(s) to explain. Repeat this process for everyone's piece of music.