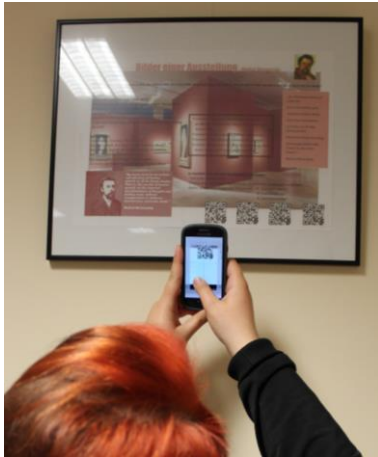


Mobile Learning Scenarios

Static pictures and moving music
Music changes in time – M. Mussorgsky
“Pictures at an exhibition”

Oberstufenzentrum II Barnim

Subject: music (year 12)



We are a vocational school training young people in 45 different professions and preparing students at secondary level for study at university. In 3 years of further education the students can achieve A-levels in economics, electrical engineering and social science. The students involved in the project are aged 17-18. They are pupils in year 12, the first year of the A-level qualification. All students are digital natives using media mostly privately to gain or spread information and messages. They know well how to operate the devices and how to explore the Internet. In school, media devices have been used randomly but hardly asking the expertise of the students.

Description (3 lessons each 90 mins)

Mobile devices, here smartphones, are used to give the students an aim to work for. The traditional way of dealing with a historic piece of music is extended with the requirement that people should have the chance of listening to the music while watching at the posters created by the students.

On basis of M. Mussorgsky's "Pictures at an exhibition" the students worked in groups in a self-designed setting on different pictures with different topics. The tasks were split into different contents and formed a full puzzle only with the bits of all groups. The aim was to produce a poster telling others something about the original piece by Mussorgsky, displaying the changes that took place in the time, integrating the students' own picture referring to the music and making the music audible. This implied the creation of QR-codes that could be read with smartphones and thus an interactive exhibition of pictures emerges.

The first part of the project was dominated by research in books, on the Internet, with CD booklets etc. The students collected data to tell something about the composer, the background of the piece of music, cover versions of it and changes in time, e.g. rock or electronic instruments. In the second phase the students used the data to produce a poster displaying their findings according to the task working on PCs and laptops. They searched video platforms to find appropriate video samples and create QR-codes with suitable URLs. Additionally, they drew their own picture (analogue or digitally) and included it in the poster. The presentation in form of a class exhibition was the final point of the sequence. The students presented their posters and placed their work among each other. Watching the QR-code linked videos and listening to the music made the poster exhibition interactive and lively.

Learning outcomes

The students can ...

- organise their own way of learning and project work
- cooperate with others and work in a team
- research for appropriate information and place them on a poster
- create QR-codes and integrate them in their presentations
- use different techniques to work digitally on texts and pictures

Preparation

1. Choose the pictures from of the piece of music that should be worked at. Identify different key aspects dealing with the life of the composer, the changes to the music and the different circumstances and techniques that caused the changes. Think of how to organise self-learning activities.
2. Prepare a paper for self-evaluation of competences.
3. Make work easy by offering a free QR-code generator on the Internet, e.g. <http://goqr.me/de>.
4. Choose a prominent place to display the students' posters so they can be recognised by the public and students get a feedback on their work.

Realisation (step by step, max. 3 lessons)

1. Before beginning the sequence prepare the different task sheets pointing out what the outcome of their work will be. Give them a time line and inform them about the elements that will be part of marking. Combine research, technical challenge and creativity. Let the students record their work in a group portfolio including photographs, audio comments etc. (digital folder) The tasks should differentiate from each other so that the students have recognize that their group work is important for the whole project, e.g.
 - a. Promenade – piano version, promenade, variation, Mussorgsky's time
 - b. Gnomus – piano as popular instrument at the time, comparison of different interpretations
 - c. Samuel Goldenberg & Schmuyle – comparison of 3 different interpretations
 - d. Bydlo – orchestration by Ravel, comment of the time, pictures of the piece
 - e. Baba-Yaga – version by Emerson, Lake & Palmer, changes, extension
 - f. Ballet of the unhatched chickens – Tomita, computer sound of the 1970s, video
 - g. The great gate of Kiev – orchestration by Ravel, comparison of drawings by Hartmann and Kandinsky **(BEFORE LESSON)**
2. Divide the course into groups in accordance to the number of pictures you have chosen in advance. Give them time to work and assist the students, e.g. by directing them to certain web pages or explaining some complex matter of facts. Be the time keeper! (2 lessons) **(SELF-ORGANISED LEARNING/ WORKING)**
3. Install an exhibition (e.g. framed posters in school floor) and let the pupils speak to their posters. Encourage the students to use their smartphones and to scan the QR-codes to make the music related audible. Finally focus on the e-portfolio to make the learning/ working process traceable. The students hand in their self-evaluation of competences and report about their experiences with the task, team and result. **(PRESENTATION/ EVALUATION/ ASSESSMENT)**

Opportunities

- The students are greater consumers than generators of Internet content, so they find it challenging to combine both.
- In having the choice of presenting content they feel responsible and aim at a high level and evaluate their own media use.
- Self-organised learning gives discipline to the students as they feel their success depending on their progress.
- Self-assessment of their competences draws attention to the students' learning paths.

Challenges

- If the students are not used to self-organised learning they may get lost in the open time management.
- Focus on the content as the outcome may not be scientific enough to be displayed publicly.
- Pay attention to copyright regulations in relation to the links included in the QR-codes.
- Make sure that the students employ their individual creativity and do not stick to given data.