1) clear → gay lady singers
2) circling → how do we queer our listening approaches!
3) → next time!

MORE SILENCE

Glossary of Musical Terms could assist students who do not possess a discourse of music. During class discussions, blogs or essays they could use the glossary.
Listening to music and reporting in writing creates a transdisciplinary weaver of responses/voices/experiences.

What are the skills built in this course?
What are the skills/language needed in our design today?

Class 1. Music is a multi-sensory experience

Class 2. How to incorporate music into my classroom

For next week:
1. Pedagogies that come out of music/listening
Interesting: I'm looking forward to us spending time on each of the resonant pieces we posted on the class blog.

Unclear: How does this relate to race/gender? A lot of class was spent talking about music in general.
I'm not comfortable with analyzing music; I'm not sure if I fully follow Lordi's argument.

Clear 1. Music is a multi-sensory experience.

Circle 2. How to incorporate music into my classroom.

For next week: 3. Pedagogies that come out of music / listening.
Music is a different experience for everyone.

In general we are less equipped to discuss music than we are other media.

I was fascinated by Lodi's discussion of audience address in Baldwin, i.e. the presumed white liberal audience in his earlier period. I heard an echo of this in "What's Going On" when Marvin Gaye says the listener to "talk to me" - who is the presumed audience here? Also watched the Nina Simone doc last night where this question also plays a large role...
Exit tickets —

Techniques to help students understand → As inventory method to find out what part of music each student can respond to... one might be quiet at right, one can read music, etc.

The Futures Initiative
futuresinitiative@gc.cuny.edu | www.gc.cuny.edu/futures

1) Clean or... The music word, music is many things - sound, voice, How we understand & experience what "music" is...

2) Confused or cindy → each
Listening to music is writing
create a three-verse song of responses/
context/experiences

What are the skills built in this course?
What are the skills/language needed
in our design today?

How do you stage a class with
the consent of being a student of
music. Are questions asked for people
not invested in musicology per se?