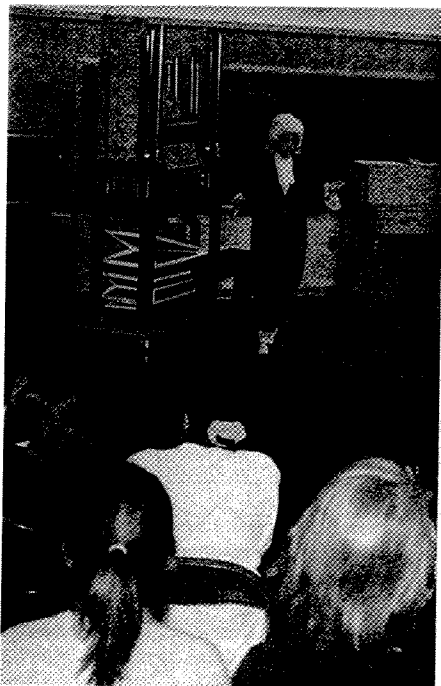


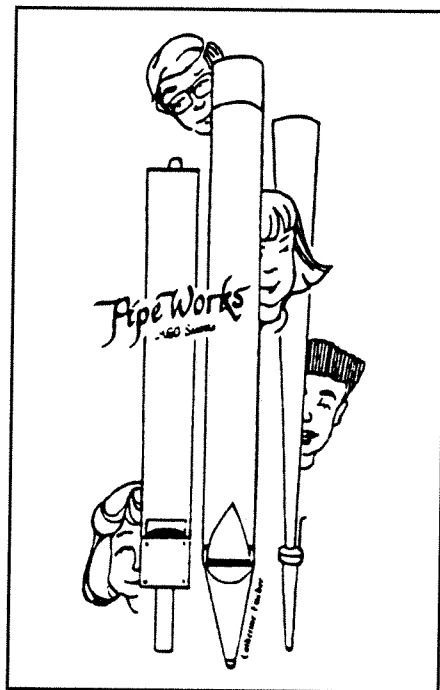
THE NEW ORGANIST

ARE WE HAVING PIPEWORKS TODAY?

Ruth M. Caswell



J.S. Bach (Tamara Still) with students



Students in "Tuning Fork Splash" activity

The title, asked by a student as the author was walking through the school, reflects students' enthusiasm for PipeWorks. The placement of a small portable organ in a public school creates excitement about the instrument and the desire to explore it. How marvelous to have students in grades 4, 5, and 6 excited about the pipe organ!

PipeWorks integrates music, science, and social studies using a small pipe organ as the medium for instruction. The uniqueness of PipeWorks is that it is an in-school project, two weeks in duration. PipeWorks curriculum and the accompanying student book serve as instructional guides for the teacher, coordinate with the school curriculum, and provide instructional activities for the student. The lessons outlined in the PipeWorks curriculum are a part of ongoing classroom instruction taught by classroom teachers. Organists or artists visit classrooms to interact with the students about music and composers. The integration, experiential learning, and duration help students to understand the concepts and make connections between the areas. Through their participation in PipeWorks, students enhance their knowledge of core curricular concepts and learn about pipe organs, associated composers, and their music.

In social studies, students and their teachers spend the first week in Ger-

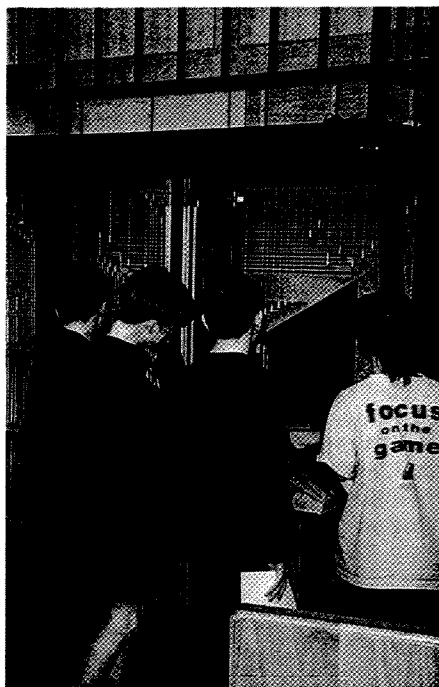
many during the Baroque period with J.S. Bach. Teachers introduce the period with a children's biography of Bach and by acquainting students with other famous people from this period: Isaac Newton, Rembrandt, Hans Jakob Grimmelshausen, and George Washington. J.S. Bach in period costume visits for a day and interacts with students about his life and times. Students compare aspects of his life, such as clothing, employment, food, and transportation, with the present day. To share their knowledge of what they've learned, students describe what a visit with J.S. would be like. The second week is spent in France during the 1800s with César Franck, and teachers carry out similar activities. A Composer Forum, held near the end of social studies instruction, permits students to compare Bach and Franck with a present-day composer.

In science, students and their teachers carry out activities to help students understand that sound is caused by vibrations, that sound travels in waves, that pitch is the level of sound, and that sound in organ pipes is produced by vibrating air inside the pipes. Simple hands-on activities help students understand the concepts. For instance, students use tuning forks to carry out the *Tuning Fork Splash* and the *Tuning Fork Jiggle*, activities that illustrate how sound is caused by vibrations.

(Take out your tuning fork, strike it so it sounds, and dip it into a pan of water. You will see the vibration effect in the water.) Students also take organ pipes with feet covered with plastic for easy cleaning between uses and arrange the pipes (and themselves) according to pitch. This sometimes leads to other explorations, such as playing all the Cs, or playing chords. Students make predictions about what will happen in their activities, carry out the procedures, record their results, and summarize what they learned about the concepts.

Students are introduced to the organ at the start of PipeWorks. They learn how it works and have the opportunity to help the organist demonstrate. The PipeWorks organ can be operated either by electricity or by pumping the bellows. Students playing the organ may have sound, no sound, or uneven sound, depending on the pumping.

In music class, students learn the first eleven notes of Bach's *Fugue in G Minor* as they hear, sing, and walk the notes on a large staff on the floor. One activity is for the students to take these eleven notes and arrange them for their own fugue theme. These themes are then submitted to an organist for improvisation at the Organ Encounter or field trip. The Organ Encounter acquaints students with the capabilities of a larger or-



PipeWorks organ encounter

gan. During the program, students may serve as page turners and pull stops for the organist. While the organist plays processionals, students process around the organ to see divisions, pipes, trackers, or bellows.

Teachers and their students are enthusiastic about PipeWorks. The AGO Seattle Chapter has implemented PipeWorks in public schools and will continue to carry out PipeWorks projects. You too can carry out PipeWorks in your schools.

PipeWorks is supported by Marceau and Associates for the use of their pipe organ, the King County Arts Commission for curriculum development and transportation, the Organ Clearing House for organ pipes for classroom use, the American Guild of Organists for materials, St. Stephen's Episcopal Church for the Organ Encounter, and by many artists, organists, and volunteers who gave freely of their time and talents to make the project a success.

Ruth M. Caswell is the program coordinator for PipeWorks. She has a PhD in curriculum and instruction, and a bachelor of music degree. She can be reached at 206-527-2205. PipeWorks curriculum and the accompanying student book are available from AGO Seattle, P.O. Box 19740, Seattle, WA 98109-6740. For information on becoming a PipeWorks site call: 1-800-AGO-5115.

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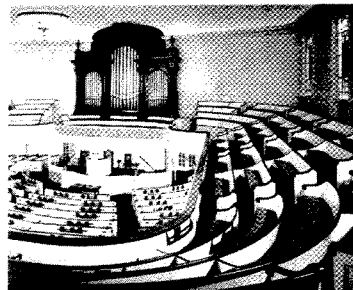
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