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Biophily: Five Musical Episodes for the Revolutionary Educator

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Biophily: Five Musical Episodes for the Revolutionary Educator

Abstract
"Biophily: Five Musical Episodes for the Revolutionary Educator" is a composition meant to reflect, through music, some of the key concepts and ideas of authors like Paulo Freire, William Ayers, Neil Postman, and Charles Weingartner in their works that we covered in Social Foundations. Each piece aims to deconstruct poor teaching habits and practices, and musically express a better way to go about education.

Keywords
Music, Composition, Education, Ensemble, Revolution

Disciplines
Composition | Music | Music Education

Comments
This score was written for Dr. Brent Talbot's course, *MUS 149: Social Foundations of Music Education*, Spring 2015.

The appendix is also available for download as a separate file.

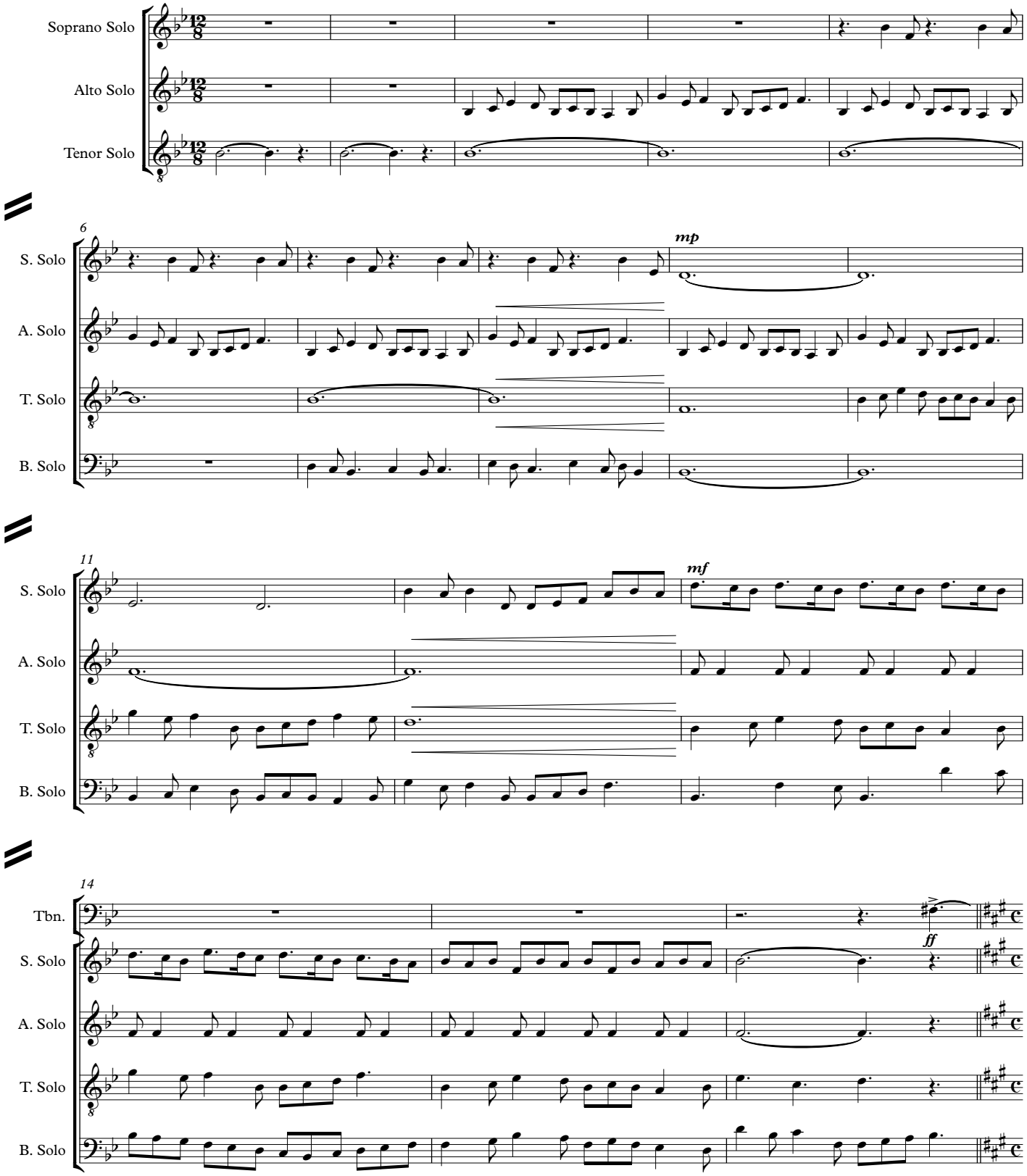
This composition is available at The Cupola: Scholarship at Gettysburg College: http://cupola.gettysburg.edu/student_scholarship/325

Biophily

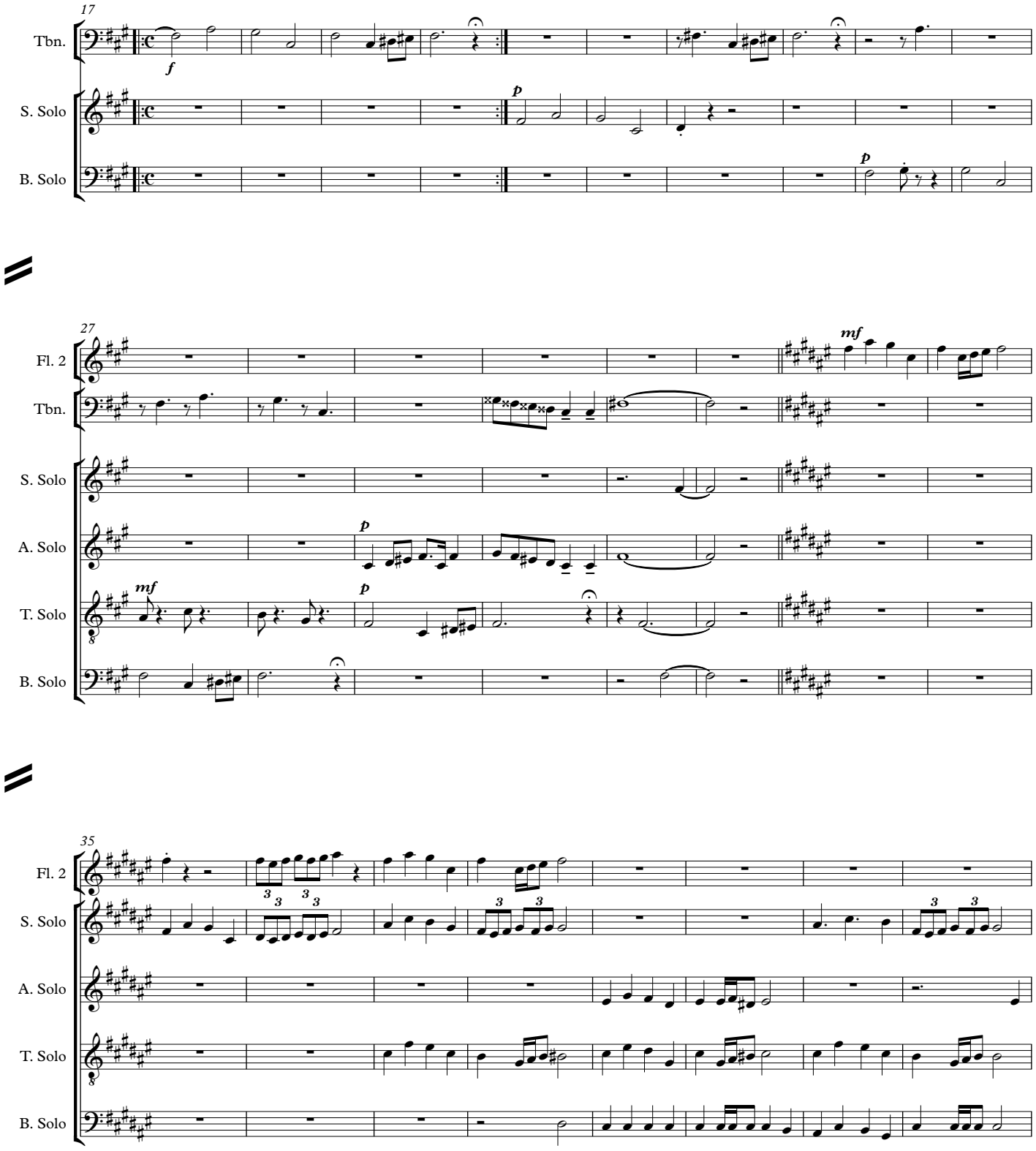
Five musical episodes for the Revolutionary Educator

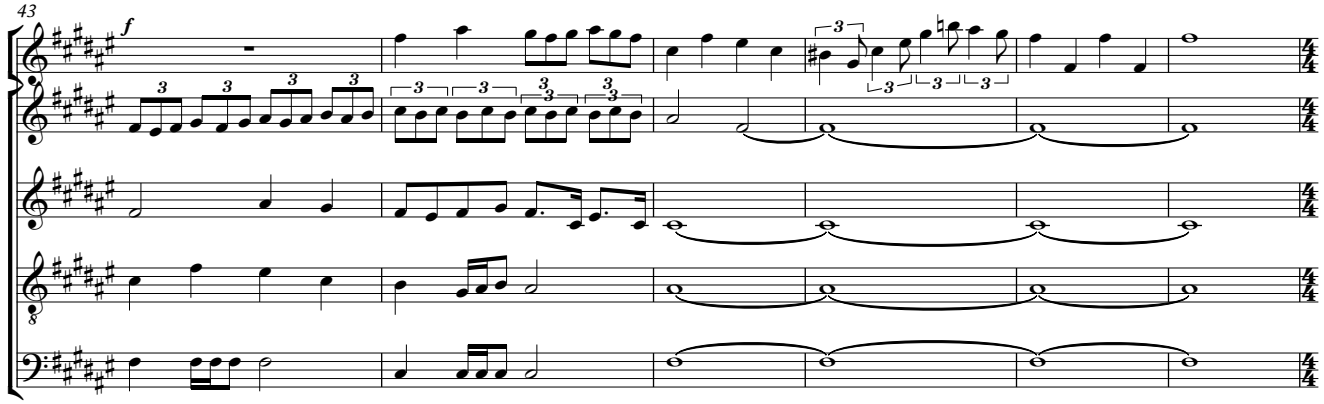
Eddie Holmes, '18

I. Germinal


Soprano Solo
Alto Solo
Tenor Solo
6
S. Solo
A. Solo
T. Solo
B. Solo
mp
11
mf
14
Tbn.
ff

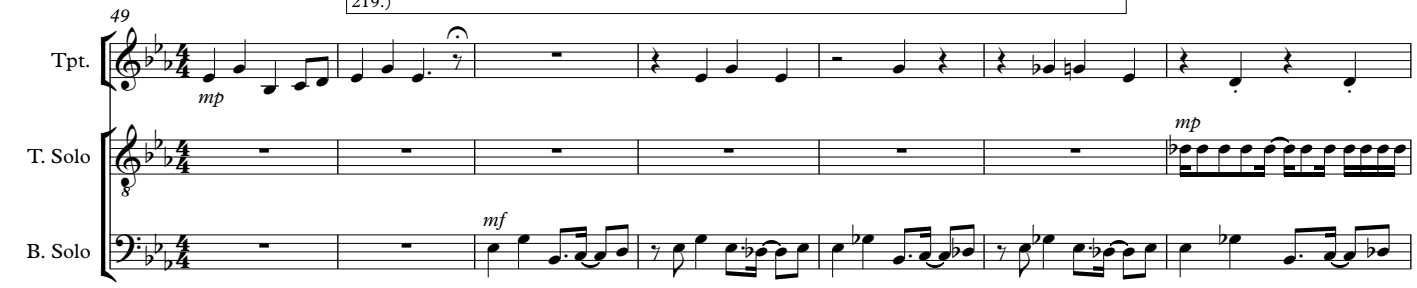
"The intellectual challenge of teaching involves becoming a student ofyour students, unlocking the wisdom in the room, and joining together on a journey of discovery and surprise. The ethical demand is to see each student as a 3-dimensional creature, much like yourself, and an unshakable faith in the irreducible and incalculable value of every human being." (Ayers & Alexander-Tanner, 2010, p. 113.)

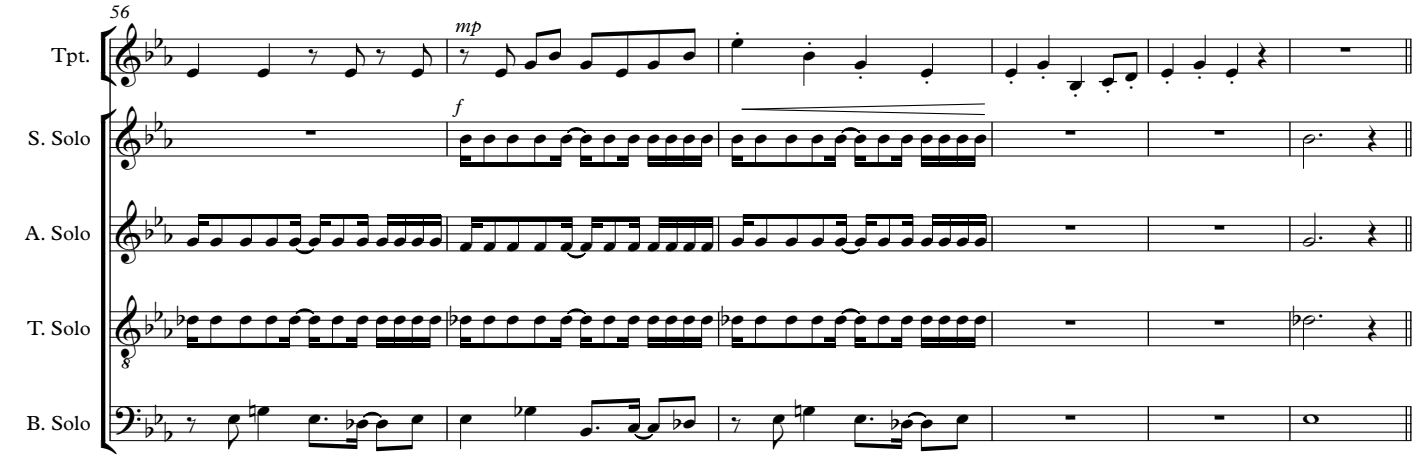


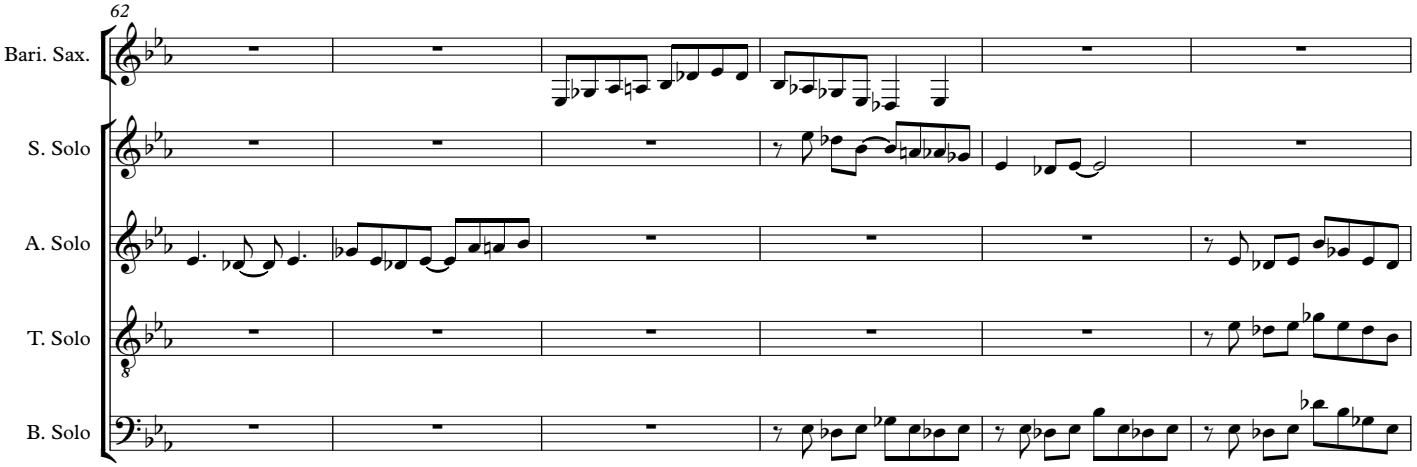

43
f
Fl. 2
S. Solo
A. Solo
T. Solo
B. Solo

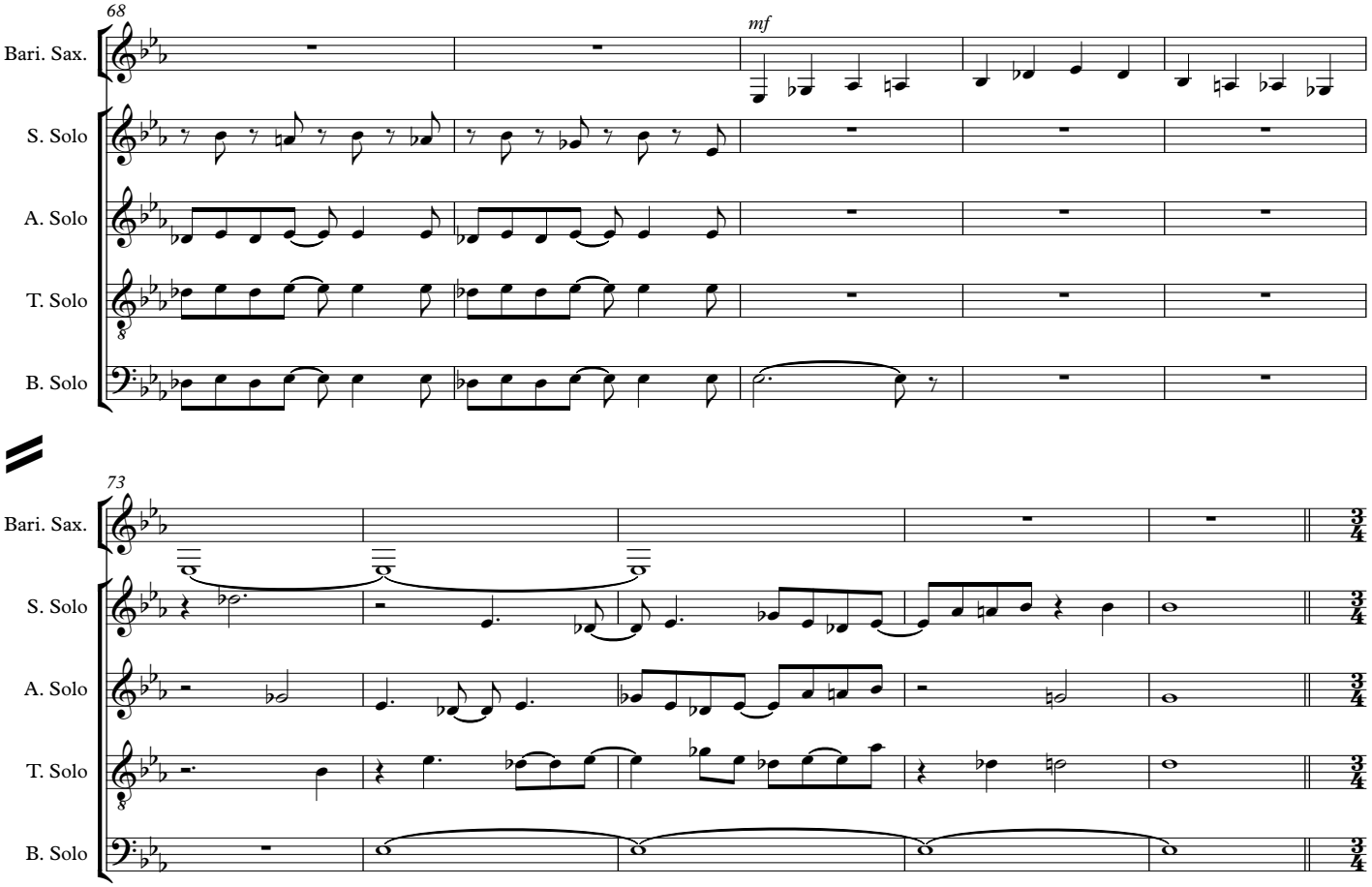
II. Prarial

"Teachers are working to bridge the cultural gaps between themselves and their students, and they are seeking to understand and integrate the prior knowledge and cultural and linguistic heritage of their students into the content and delivery of their classes and ensembles. They know that nothing short of an educational paradigm shift to a culturally inclusive pedagogy will ensure the success of their students in music, the arts, the humanities, the sciences, and the social sciences." (Campbell, 2008, p. 219.)





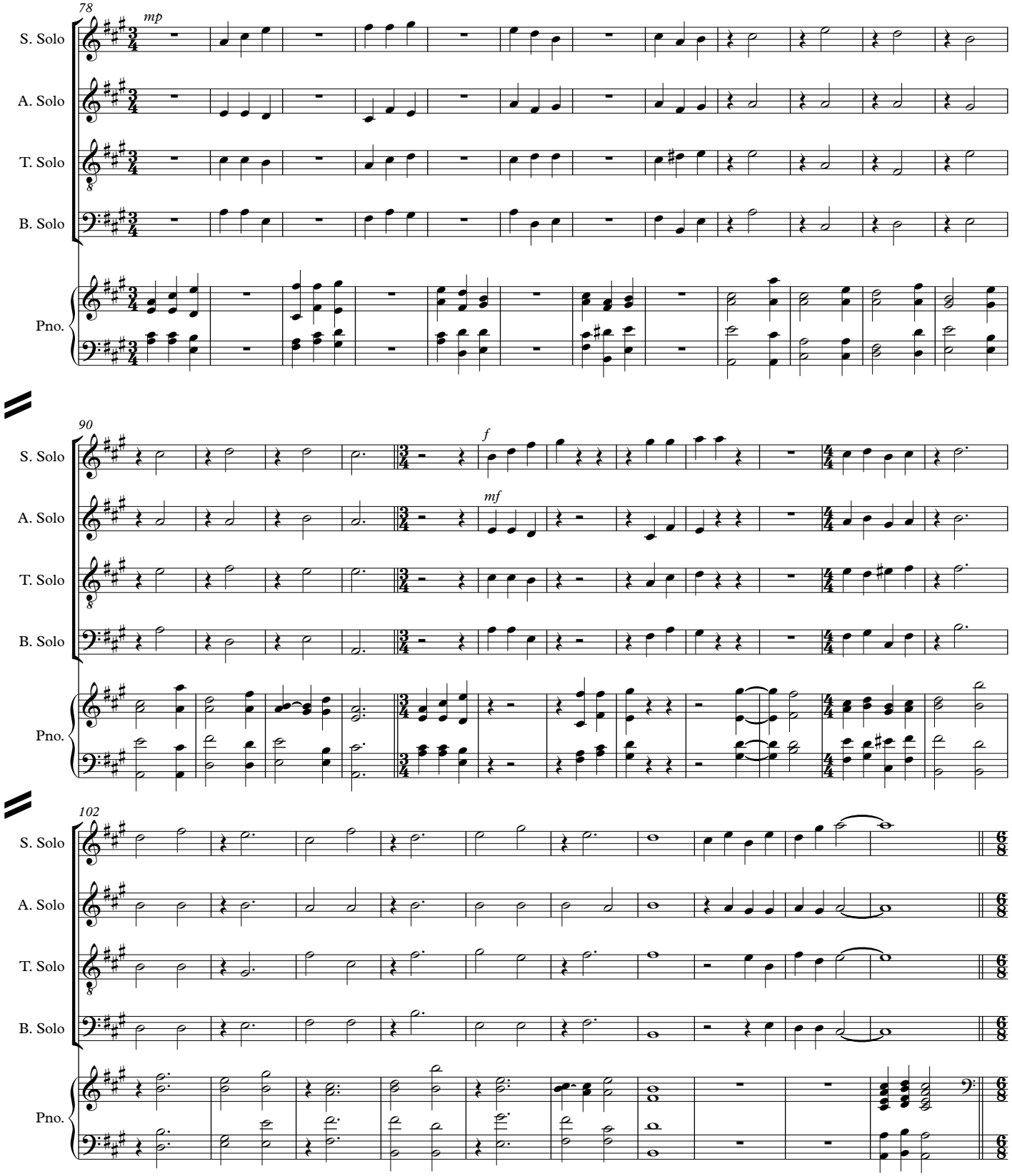



68
mf
Bari. Sax.
S. Solo
A. Solo
T. Solo
B. Solo

73
Bari. Sax.
S. Solo
A. Solo
T. Solo
B. Solo

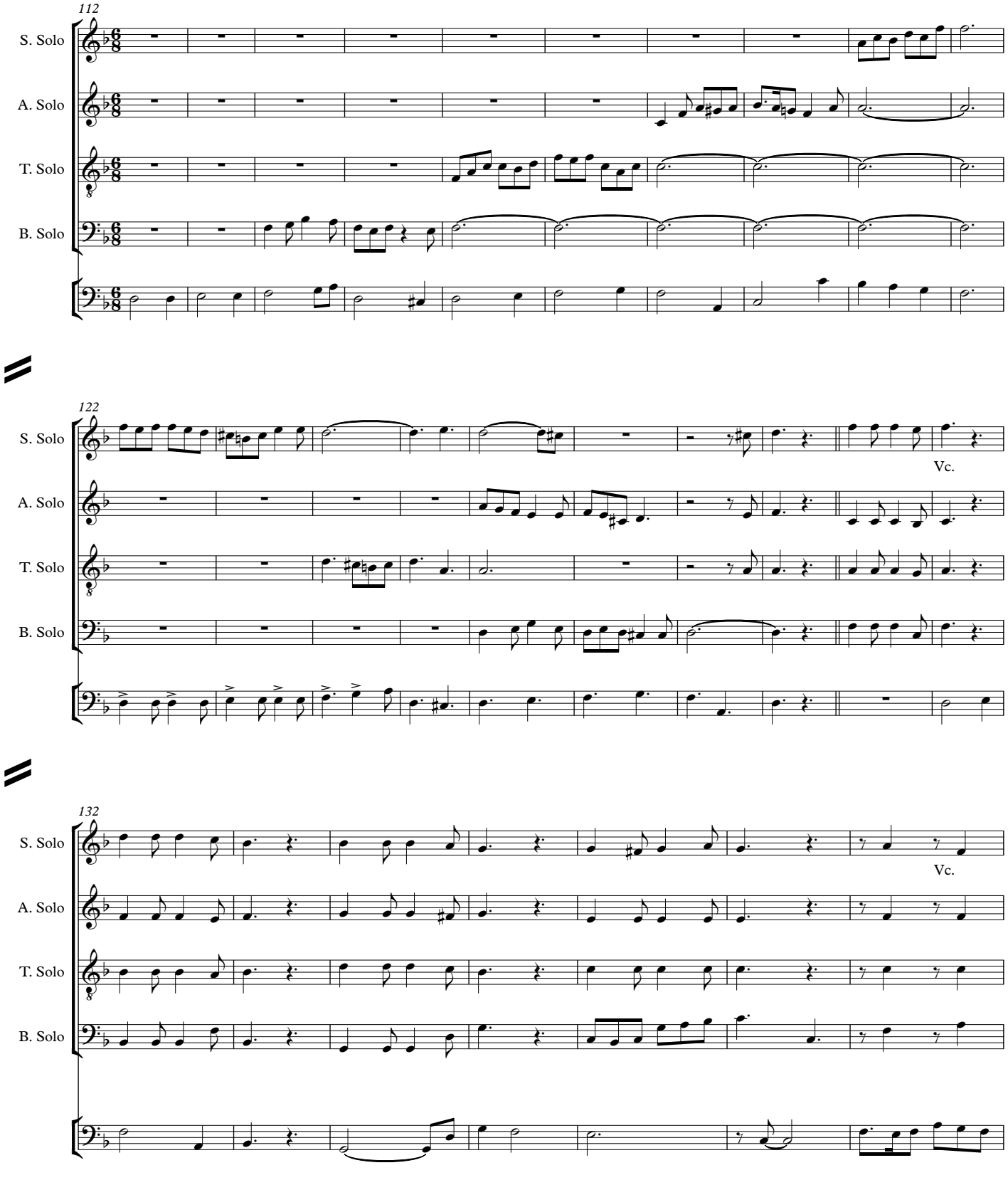
III. Messidor

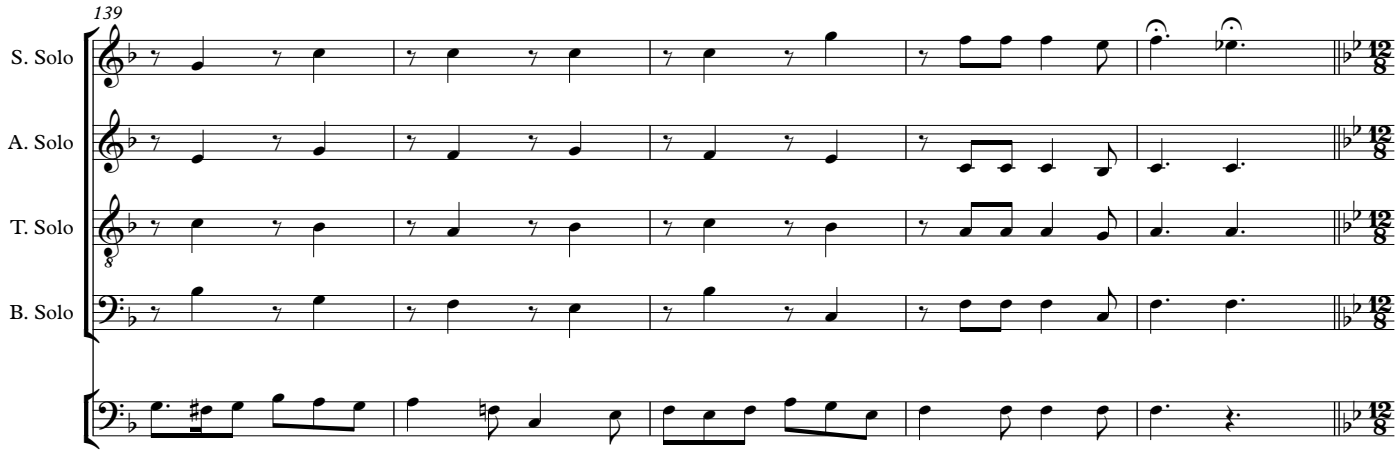
"'The task of teaching a subject to a child is to make the child perceive objects and relationships the way authorities perceive them.' This sounds more like the old education than a new one, especially because it directs the child to see *only* what some previous perceivers have seen." (Postman & Weingartner, 1969, p. 79.)



IV. Thermidor

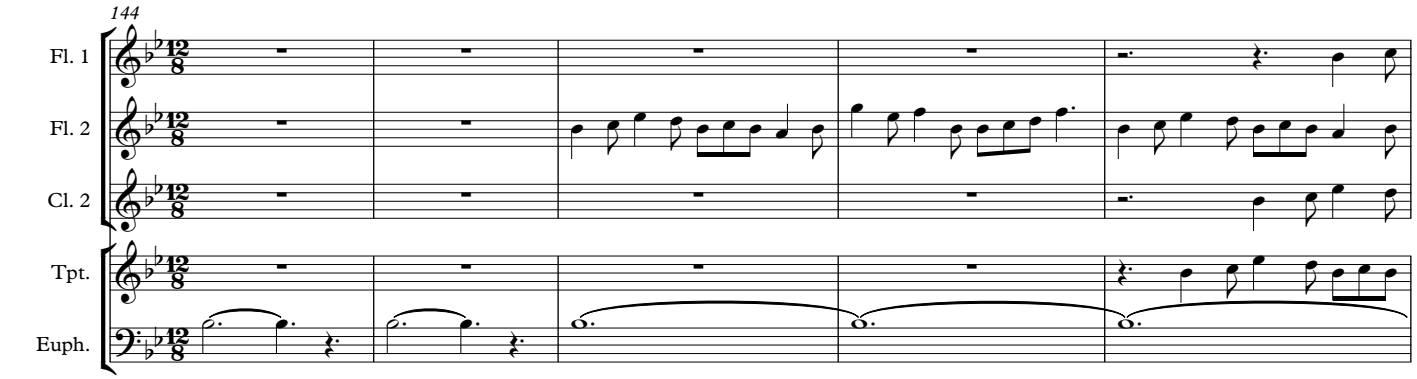
"The convert who approaches the people but feels alarm at each step they take, each doubt they express, and each suggestion they offer, and attempts to impose his 'status,' remains nostalgic towards his origins. Conversion to the people requires a profound rebirth. Those who undergo it must take on a new form of existence; they can no longer remain as they were. Only through comradeship with the oppressed can the converts understand their characteristic way of living and behaving, which in diverse moments reflect the structure of domination." (Freire, 1970, p. 61.)

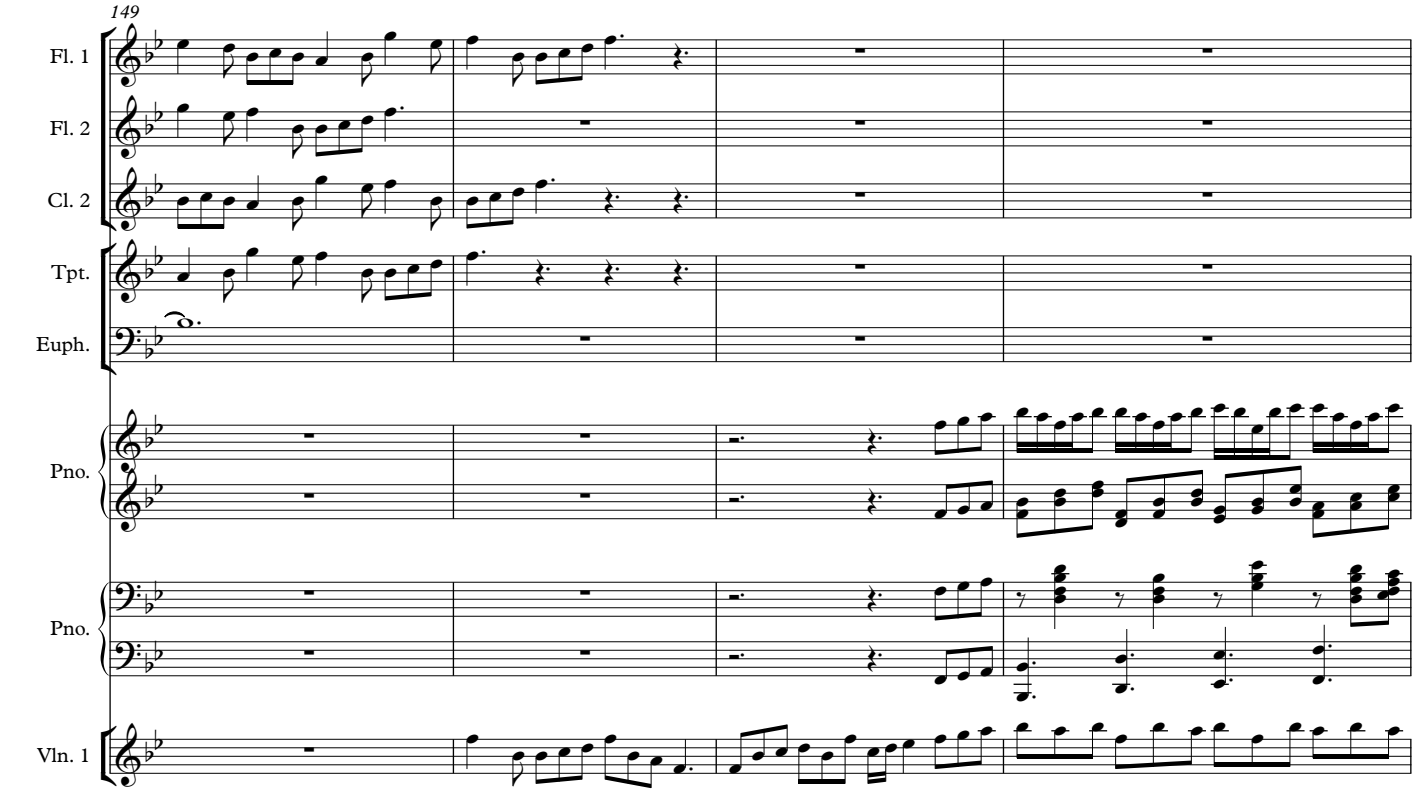


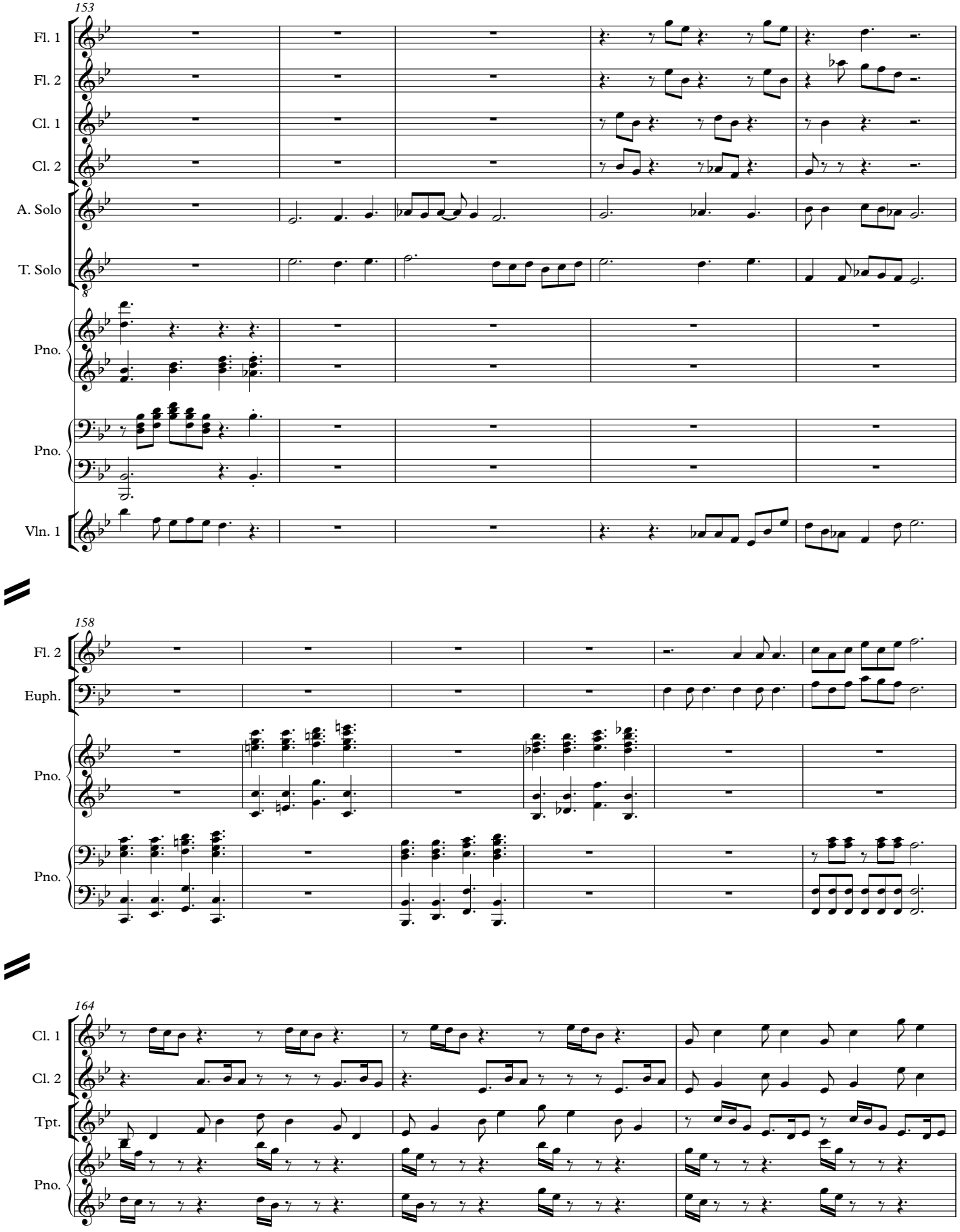


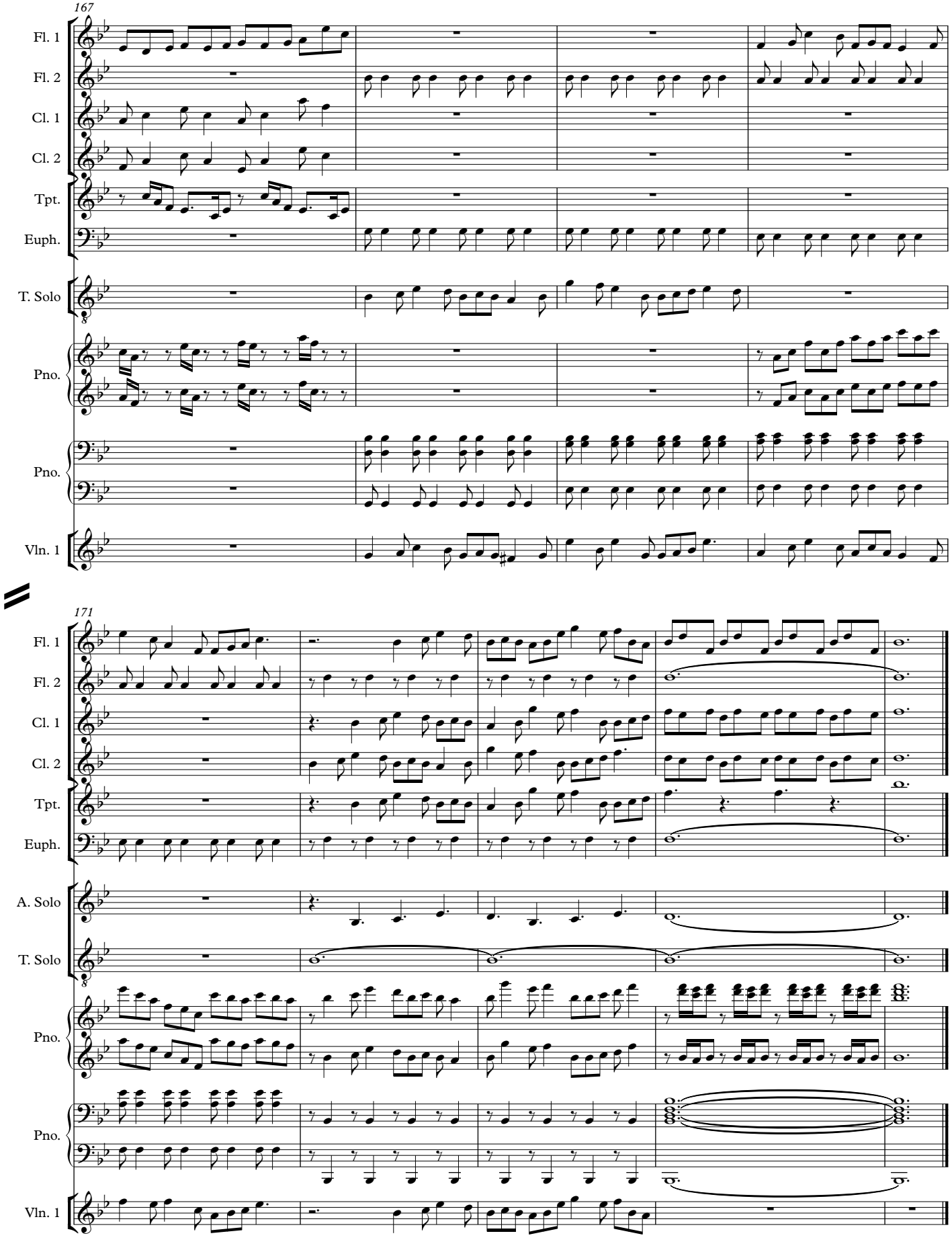
Vc.

V. Vendémiaire






153
Fl. 1
Fl. 2
Cl. 1
Cl. 2
A. Solo
T. Solo
Pno.
Pno.
Vln. 1
158
Fl. 2
Euph.
Pno.
Pno.
164
Cl. 1
Cl. 2
Tpt.
Pno.


167
Fl. 1
Fl. 2
Cl. 1
Cl. 2
Tpt.
Euph.
T. Solo
Pno.
Pno.
Vln. 1
171
Fl. 1
Fl. 2
Cl. 1
Cl. 2
Tpt.
Euph.
A. Solo
T. Solo
Pno.
Pno.
Vln. 1