

Projects and Possibilities

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[Link to Slides](#)

***Drums and Dancing** (hand drum technique, graphic notation, choreography)

- Explore images (created using the Paper App)
- Drum sounds (put your finger in some “paint” and create the picture on your drum - or - put your drum in some “paint” and draw it on your body!)

**Note: in DL, using body percussion, boxes, or other found sound is an option!*

- Movement - what would it look like in movement?
- How can sound and movement work together (so it looks as cool as it sounds?)
- Group work:
 - What new sounds can you discover? (*teacher aside: we have a conversation about keeping the drums safe and what the boundaries are*)
 - Using 4 ideas: create sound and movement
 - OR: explore your new sounds and create the images for your piece

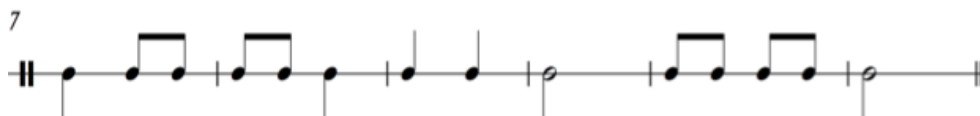
**Note: in my classroom, we spend a lot of time exploring other sounds they can find using their drums. After they create their piece with sound and movement, they use art supplies (watercolors, markers, colored pencils) to create a graphic score of their piece. We’ve also used the Paper App. When they perform, the image of their score is projected behind them. This could be possible using video!*

Possibilities:

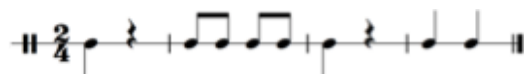
In-Person

- Work with someone near you
- Use the desk/table or found sounds
- Create a Rondo!

A section: (up/down strokes on a hand drum)



Ostinato accompaniment:



Options for DL:

- Found sound
- Boxes
- Body percussion
- Desk/table
- Vocal sounds
- Movement!
- Group work: take turns with each idea and make a “chain” (sound won’t sync)

Video - individual submissions to put together in a collage

Any

- Paper App for creating scores online

★**Go Away Big Green Monster**, Ed Emberly (sound/symbol, graphic notation)

- Read story
- Students use drums, body percussion, or vocal sounds for each part of the monster face (it is fun to create these together)
- Read the story again, with the sounds
- Students use the template to create compositions they can perform

Possibilities:

In-person:

- Hand drum compositions
- Paper/glue?
- Drawing?

DL:

- Body percussion or found sound
- [Seesaw activity](#)

★**Bounce High, Bounce Low** trad. (s-l-m, beat/divided beat improvisation/composition)

- Sing the song, or use as a chant
- Add a body percussion and a turn (create your own way to turn!)

The image shows a musical score for the song 'Bounce High, Bounce Low' in 2/4 time. The melody is written on a single treble clef staff. The lyrics are: 'Bounce high, bounce low, bounce the ball to Shi - loh'. The melody consists of quarter notes and eighth notes. The lyrics are aligned under the notes: 'Bounce' under the first quarter, 'high,' under the second quarter, 'bounce' under the first eighth of the third quarter, 'low,' under the second eighth of the third quarter, 'bounce the ball to' under the fourth quarter, and 'Shi - loh' under the final quarter. The score ends with a double bar line.



Rhythms

- Identify the sports, clap and say rhythms
- Practice rhythms - echo imitation
- Teacher: creates a pattern of 2 sports, students answer with their own pattern
- Change form (options: 4 sports, 2 sports that repeat, 3 sports with one used 2x.etc.)
- Sing the song or chant for A, clap and say sports for B

Movement/Composition

- In a group of 3
- Create a pattern: choose 2-3 sports
- Add movement to illustrate the sports
- Share ideas and add the song as an A section for a rondo
- (Or: in pairs, create movements for 2 sports that repeat)

Instruments

- Instruments: play a steady beat on C/G high and low
- Option: students learn to play the melody
- Option: transfer rhythmic compositions to s-l-m (G-A-E)

Possibilities:

In-person:

- Chant and BP for A
- Partners choose 2-3 sports to fill the 4 boxes
- Add movements to illustrate their ideas
- Write compositions out using rhythmic or iconic notation

DL:

- Chant and BP for A
- Students create a composition (maybe in Seesaw?)
- Add movements to illustrate their ideas or
- Play their rhythms on found sound - or even on a ball!?
- Add rhythmic notation?

★ **Ding, Dong** *Music for Children, Vol. 1*, pg. 136, Orff/Keeetman (16th notes, rhythmic and melodic improv and composition)

Ding, dong, diggy diggy dong

Diggy diggy dong the cat she's gone
 Ding, dong, diggy diggy dong,
 Diggy diggy ding ding dong

- Speech - focus on expression and rhythmic accuracy
- Add body percussion (snaps, then stamps, then claps, then pats)

The image shows a musical score for the song 'Diggy Diggy Dong' in 4/4 time. It consists of four staves labeled FN, CL, P, and ST. The FN staff has a single quarter note in the first measure and another in the third. The CL staff has a quarter note in the second measure, followed by eighth notes in the third, and quarter notes with eighth rests in the fourth. The P staff has beamed eighth notes in the second, third, and fourth measures. The ST staff has a quarter note in the first measure and another in the third. Vertical bar lines divide the music into four measures.

- Unison, 2-part, or 4-part canon
- Explore rhythms for Cat, Kitten, Diggy Diggy
- Create speech patterns to fill the empty baskets
- Start with 4 beats, expand to 8 (or 4 that can repeat)

Options:

“Boots n’ Cats” speech ostinato

*In “regular” school:

- Students have paper icons to cut out and glue to a template
- Once they can perform their piece accurately with speech and patting...
- We create melodic compositions in Do-pentatonic on C
- Students record their piece in Seesaw over a photograph of their template
- We sometimes create a whole new melody for the original piece, too!
- Students self-evaluate

Cat Composition Project

Name:	1	2	3
Rhythm	I had difficulty with the rhythm or the performance of the rhythm	My rhythm is pretty clear and I can play most of it accurately	My rhythm is clear and I can play the whole thing accurately
Melody	My melody is too difficult for me to play	My melody may have large jumps in it or may not end on C. I can play it fairly well.	My melody uses mostly small skips and steps and it ends on C. I can play it well.
Work Quality/Effort	My paper is difficult to read, I could have written it more neatly, or I did not do my best work.	I can read my paper, but I could have made it neater or worked harder on my musical choices.	My name is on my paper and my writing is easy to read. I did my best work.

My total points: _____

Ms. Beth's total points: _____

Possibilities:

In-person:

- Chant and BP for A
- Unison or 2-4 part canon
- Speech improv or composition
- Iconic or rhythmic notation composition
- Melody? Instruments?
- Melodic composition?
- All speech with "Boots n' Cats"

DL:

- Chant and BP for A
- Students create a composition (maybe in Seesaw?) Icons or rhythmic notation
- Perform with speech or found sound

[Seesaw activity](#)

★ **Dances (at a distance)**

Wake Me Up (Avicii)

Adapted from traditional line dance steps

Formation: scattered all facing the same direction

A

- 1&2 Side-close-side R
- 3-4 Rock back on L, recover/step on R
- 5&6 Side-close-side L
- 7-8 Rock back on R, recover/step on L

Repeat

B

- 1-2 R toe touch, drop heel
- 3-4 L toe touch, drop heel
- 5-6 R toe touch, drop heel
- 7-8 L toe touch, drop heel while $\frac{1}{4}$ turn to the L to face a new wall

C

- 1-4 Walk forward R-L-R, kick L (Clap)
- 5-8 Walk back - L-R-L-close R

★ **t'Smidje (Laiis) variation**

Adaptation of the traditional dance - created with my 4th graders

Formation: scattered, facing same direction

A

- 1-4 All walk forward R-L-R-L
- 5-8 turn and walk backward R-L-R-L (same line of direction - all towards the same wall)
(From starting place: away, away, away, away - flip - away, away, away, away)

- 9-12 All walk forward (towards starting place) R-L-R-L
- 13-16 All walk backwards (towards starting place) R-L-R-L

B

- 1-2 Jump - feet together
- 3-4 Jump - feet apart
- 5-8 Jump crossing feet - apart - together - rest
- 9-10 Jump - feet together
- 11-12 Jump - feet apart
- 13-16 Jump crossing feet - apart - together - jump $\frac{1}{4}$ turn to the L to face a new wall

★ **Feel it Still (Portugal the Man)**

Formation: scattered

8 beats: walk forward– heel, step, heel, step, heel, step, heel, step

8 beats: walk backwards to place

repeat

8 beats: to the Right – slide R, close L, side R, close left – clap on beat 4

8 beats: reverse (same step to the Left)

8 beats: 3-step turn R, clap

8 beats: 3 step turn L, clap

8 beats: face partner – clapping pattern: (in the air)

lap, clap, pat partners hands, clap (repeat)

8 beats: step-kick, step-kick, step-kick, step-kick (while turning to face opposite)

8 beats: repeat clapping pattern with opposite

★ **Dance in a Box** (Creative movement, contrast in movement, mirroring, response to nature)

Instructions to begin:

- Observe “frame” you are in
- Watch for shapes (me, you)

MIRROR

- Hands, fingers, peek
- Head/hands
- Shoulders
- Arms
- Press
- Close/far

Surprise!!!! Box filled with nature objects

- Explore movement ideas for each object with the following prompts:
- (2 objects for each, with contrasting appearances/shapes)

PINECONE: OPEN/CLOSE - SLOW

ROCKS: FLAT/ROUND

FLOWERS - SHARP/UP SMOOTH/DOWN

- Dance together, using ideas from above
- Sometime during the dance:
 - Watch someone else
 - Copy someone else
 - Repeat motions
 - Add stillness

Possibilities:

In-person:

- Dance with the whole body
- Work in small groups to choreograph
- Create sound for dances

DL:

- Dance with hands or whole body
- Students find their own objects to create a movement sequence
- Submit videos and combine

★ **I Spy** (Movement: body shape, smooth/sustained, phrase, melodic improvisation and/or composition)

What do you spy with your little eye
 Is it high is it low, is it fast is it slow?
 Is it flat, is it round, does it make any sound?
 Where - can it be?

- Speech - to teach rhythm
- Teach body percussion

- Show “I Spy” image

I spy a

- Students look for objects they recognize
- Fill in the second 2 beats of the chant with the name of what they see
- Shift to movement - make a shape to “show” the object
 - The whole object, or a line or shape within it

Additional movement preparation: *stretch, curl, stretch, turn*

- Exploration in 8-beat phrases, then in 4-beat phrases

Add text to movement phrase:

*Hide and seek,
 Don't you peek!
 Hide and seek,*

Where could it be?

Possibilities

In-person:

- Learn all of the parts, create a form
- Add melodic improvisation or composition to “Hide and Seek” (La - on E)
- Transfer “I Spy” and/or BP to unpitched percussion

DL:

- Movement to “I Spy” and BP
- Speech or unpitched/found sound for “I Spy” phrase
- Recorder improv or composition for “Hide and Seek”

★ **Stanley Whitney - Grid Paintings** (composition)

Teach students about the artist - show examples of his Grid work

Project ideas:

CHANCE MELODY

Assign a pitch to each color:

Any 2 - Black

- Yellow

- Red

- Turquoise

- Orange

- Pink

- Blue

- Green

White = rest

C-D-E-F-G-A-B

(Or, throw a B-flat or F# in there for fun!)

Each box is worth ___ beats (1, 2?)

Explore:

Chain - each person adds the next line

Layers - add on

CHANCE DANCE

Choose ONE row:

Assign a movement to each color:

Bend
Stretch
Twist
Jump
Turn
Shake
Lift
Lower

or?

Each person has the next row?

Playlist:

“Breathe” Lalah Hathaway, *Self Portrait*

“Wake Me Up”, Avicii, *True*

“t Smidje”, Lais, *Lais*

“Feel it Still” Portugal the Man, *Woodstock*

“Pulse” Peter Jones, *Gradual Motion 2*

“The Secret Kissing of the Sun and Moon”, Hang Massive, *Luminous Emptiness*

“Borrowing Paint Supplies” Chanda Dancy, *Everything Before Us*

“Love Theme” Kathryn Bostic, *Dear White People*

“Relapse” Kathryn Bostic, *Women Composers Series: Phenomenal Women Vol. 3*

“Briggs’ Forró” Rhiannon Giddens & Francesco Turrisi, *There is no Other*

Keep the conversation and ideas going! Join the [Jamboard](#) to share your thoughts and ideas about the lessons in this workshop!

[The Everything File](#)

[Brainstorm Jamboard](#)