



Creativity CART

Creative activities that will work in practically any situation - music room, library, cafeteria, gen-ed classroom, you name it!

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MMEA * January 2016

Tips & TRAVELING

Whether you are a permanent traveler or find yourself on the move occasionally, these tips will help you stay organized, on top of your game, and still allow you to present meaningful lessons to your students.

Disclaimer:

I don't actually teach from a cart. I'm more of a bag & basket lady, but the same ideas apply.

Plan Ahead:

- ☞ Think through your lessons step-by-step and gather any materials you will need. I find it useful to color code my plan book so it is easier to remember what to grab before I head out the door.
- ☞ Know where outlets are located around the room in case you have anything that needs to be plugged in (CD player, keyboard, etc.)
- ☞ Consider the amount of space you will need for your lesson. Don't be afraid to move desks out of the way to make room for movement.
- ☞ Think about transitioning from room-to-room. Try to plan lessons that need some of the same materials (means less to travel with). If you have any really bulky items, think about asking the classroom teacher whether you can drop them off before school or during your lunch so you don't have to carry them with you to every class.

Teach To Your Strengths:

- ☞ I'm not a piano player and find the idea of traveling with a keyboard cumbersome. In a pinch, I will pull out my recorder or use a keyboard app on my iPad to find a specific pitch. If you're a piano player, use a digital keyboard on your cart. Do what works for you!
- ☞ Don't be afraid to sing a cappella. Since I'm not a piano player, my kids sing a cappella all the time and are no worse for it! I just make sure my kids are singing in an appropriate key (and changing keys in the middle of an activity is ok if it's not sitting well in their range).

Tips & TRAVELING

Play Instruments:

- ☞ Don't be afraid to travel with instruments. It does take more time and forethought to plan, but you'd be surprised what you can do with limited resources.
- ☞ Instruments I regularly travel with:
 - Rhythm sticks in a bucket
 - Shape drums in a basket
 - Assorted handheld percussion in a basket
 - Boomwhackers in a mesh laundry bag
 - Up to 4 glockenspiels in a basket
 - Up to 4 soprano/alto xylophones on a cart

Use Technology:

- ☞ Don't be afraid to talk to the classroom teacher about having access to the technology in their room (computer, projector, Smart Board, document camera, etc.).
- ☞ Make sure you have a quality portable speaker for songs with recorded accompaniment as well as listening lessons.
- ☞ If you own an iPad/tablet, explore different ways it can help keep you organized and/or enhance your teaching.
- ☞ If you have access to student laptops and/or tablets, consider using them in music centers.

Make it Positive, Make it Fun, Make it Creative:

- ☞ Keep a positive attitude around your students. No matter how frustrated you are about your challenges as a traveler, your students shouldn't hear about it.
- ☞ If you present everything you do as fun and engaging, your students will rarely comment on what they're missing when they're not in the music room.
- ☞ Don't shy away from activities just because they would be a pain to plan for. Within reason, you can still do almost everything a teacher with a music room can do.

Mary's JAZZ

An Activity for Pitched Percussion: I, IV, & V Chords,
12-Bar Blues, & Lyric Form (Blues)

Mary Had a Little Jazz

12-Bar Blues Pitched Percussion Activity

Angie Kelton

The musical notation is written on a single staff in 4/4 time. It consists of three lines of music, each with a key signature of one flat (Bb) and a common time signature of 4/4. The first line starts with a C chord and ends with a C7 chord. The second line starts with an F chord and ends with a C chord. The third line starts with a G7 chord and ends with a C7 chord. The lyrics are: 'Ma-ry had a lit-tle lamb, its fleece was white as snow. Ev'-ry-where that Ma-ry went the lamb was sure to go.'

C

Ma-ry had a lit-tle lamb, its fleece was white as snow.

C7

5

F

F7

C

Ma-ry had a lit-tle lamb, its fleece was white as snow.

9

G7

F7

C

C7

Ev'-ry-where that Ma-ry went the lamb was sure to go.

Materials:

- Pitched Percussion, including (but not limited to) xylophones, metallophones, glockenspiels, chime bars, hand bells, and Boomwhackers®
- Optional: Paper & Pencils to compose new blues lyrics

Boomwhackers® is a registered trademark. Name used with permission from Rhythm Band Instruments LLC.

Suggestions for Use:

- Introduce song, learn by echo, and put together.
- Introduce chords & assign instrument parts.
- Practice instrument parts.
 - I find it's helpful to practice one line at a time and then start piecing the song together.
- When ready, have students perform whole song with accompaniment.

Mary Had a Little JAZZ

Chord Progression

I /
Mary had a

/ /
little lamb,

I /
Its fleece was white as

I7 /
snow. _____

IV /
Mary had a

/ /
little lamb.

I /
Its fleece was white as

/ /
snow. _____

V7 /
Ev'ry - where that

IV /
Mary went the

I /
lamb was sure to

I7 /
go. _____

Welcome to the DELI



An Introduction to Form in Music

Silly Sandwich Rondo

The Marvelous Musical Deli

Angie Kelton

BN

4

7

Let - tuce and to - ma - to, ham and cheese, make me a sand - wich,

please oh please. Pea - nut but - ter, pick - les, add some flair.

Make a sil - ly com - bo if you dare.

The Marvelous Musical Deli is an online resource dedicated to teaching the concept of musical form. The website and video series are an endeavor to take the somewhat abstract concept of form and make it more concrete for younger students.

musicaldeli.iheartteachingmusic.com

Materials:

- Computer, projector, projector screen, & internet access (if choosing to display The Marvelous Musical Deli website)
- Optional: sticky notes & pencils
- Optional: Melissa & Doug Sandwich Stacking Game

<http://www.melissaanddoug.com/sandwich-stacking-learning-game>

Welcome to the DELI

An Introduction to Form in Music

Suggestions for Use:

- Introduce song by echo and put together.
 - If desired, teacher may add in bass xylophone accompaniment.
- Create a word chain - whole class.
 - As a class, choose 4 sandwich toppings or fillings.
 - With my students, I tell them they can pick any type of topping/filling (not just those mentioned on The Marvelous Musical Deli website). My only stipulations are that it has to be something you'd actually put on a sandwich, and it cannot contain more than 4 syllables.
 - You may suggest including a one-syllable topping/filling as your last choice (sounds more finished).
 - Speak your word chain and make any changes, if needed.
 - Clap your word chain.
 - Perform the Silly Sandwich Rondo song and class word chain in ABA form.
- Divide class into groups of 3-4 students.
 - Each group will make their own word chain.
 - Since my classes are 30 minutes, we started this process at the end of Lesson 1 and completed it in Lesson 2.
 - You may also choose to pass out sticky notes to each group as it helps them jot down their thoughts.
 - Groups choose 4 sandwich toppings or fillings and assign body percussion (snap, clap, pat, stomp) to each topping.
 - Give time for groups to practice.
- Label rondo form (Lesson 3).
 - Explain how groups will share word chains - song, group 1, song, group 2, song, etc.
- Perform Silly Sandwich Rondo song and group word chains in rondo form.
 - If you own the Melissa & Doug Sandwich Stacking Game, give a sandwich filling to each group, labeled with their section of the form (B, C, D, etc.). This will help them know when it is their turn to perform. Add a layer of bread each time you sing the song, and the group's filling when they perform. At the end, you'll have a wonderful visual to represent rondo form.
 - Check out this page for more ideas on how to use the sandwich game.

<http://musicaldeli.iheartteachingmusic.com/teachers/extensionideas.html>

Stand, kneel SIT

A Body Levels Sight-Reading Activity for So-Mi-Do

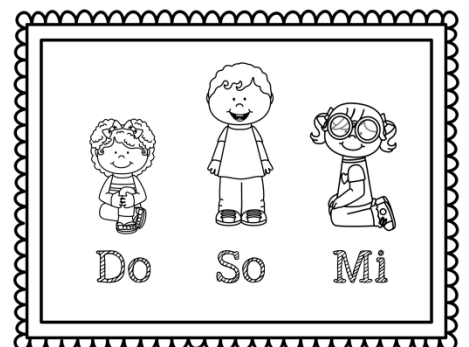
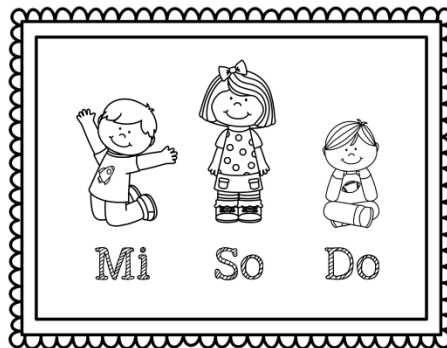
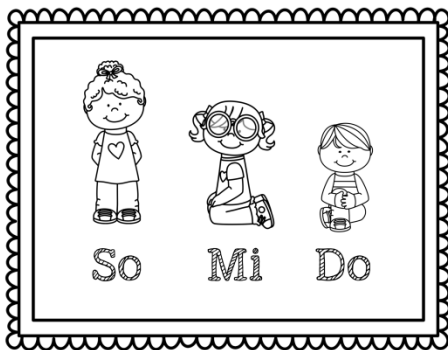
Materials:

- Camera (digital camera, cell phone, tablet, etc)
- Computer, projector, & projector screen
- Optional: PowerPoint or similar presentation software

Suggestions for Use:

- Split your class into small groups (3-5 students each).
- Students should work together to create a So-Mi-Do pattern with their bodies (stand, kneel, sit).
- When ready, come around to groups and take their picture.
- Before the next class, import the images to your computer. You may choose to display the images as is (most computers offer a simple slideshow option when viewing photos) or create a PowerPoint and label the pictures with solfege.
- During the next class, view the photos with your students and sight-read the patterns.

Some Example Patterns:



Forgotten Dreams

An Active Listening Lesson Focused on Creative Movement

Start with students scattered, scarf in one hand.

0:00 – 0:07	Mom/Dad sends you to bed. Begin to pout (cross arms across body).
0:08 – 0:15	Turn away and continue pouting.
0:16 – 0:21	Walk slowly and drag your blanket (scarf) to your room.
0:22 – 0:33	Turn to look back at Mom/Dad. Continue walking slowly to your room.
0:34 – 0:38	Big stretches & yawns.
0:39 – 0:44	Climb into your bed and fluff your pillow.
0:45 – 0:56	Pull the covers (scarf) over you. Lay very still.
0:57 – 1:04	Toss and turn in your bed.
1:05 – 1:10	Roll over and toss and turn in your bed.
1:11 – 1:15	Lay very still.
1:16 – 1:24	Peek out from under the covers and listen for your Mom/Dad.
1:25 – 1:47	Sneak out of bed. Dance with your blanket (scarf).
1:48 – 1:55	Mom/Dad catches you out of bed. Freeze!
1:56 – 2:03	Hang your head in shame.
2:04 – 2:13	Drag your blanket (scarf) back to bed.
2:14 – 2:18	Climb back into bed, and pull covers (scarf) over you.
2:19 – end	Fall asleep.



Forgotten DREAMS

An Active Listening Lesson Focused on Creative Movement

Materials:

- Recording of *Forgotten Dreams*
The movement guide is timed to the *Forgotten Dreams* recording from the CD Leroy Anderson - The Typewriter and other Orchestral Favorites (Track 16). You'll need to adjust the timings slightly if using a different version.
<https://itunes.apple.com/us/album/the-typewriter/id410360355>
<http://www.amazon.com/Typewriter-Leroy-Anderson/dp/B004JIKGVO/>
- Scarves - one per student

Suggestions for Use:

- Start with students sitting.
- Listen to recording of *Forgotten Dreams*.
- Ask students "How does this music make you feel? What does it make you think of?"
- Paraphrase story from Creative Movement Guide. Tell students to imagine holding a blanket in their hands. Model movements in order and have students practice (still sitting).
- Perform movements with music (still sitting).
- Go over routines for scarves and pass them out.
- Students stand scattered around the room. Model movements and have students practice.
- Perform movements with music.
- If time, have students repeat performance with less direction from you (at this point some students will be able to remember when to change movements by listening to the musical phrasing).

Extension Idea:

Fly Blanky Fly by Anne Margaret Lewis, originally published 2012, ISBN: 0061999962 (ISBN13: 9780061999963)

- Read book. Discuss action words in book.
- Ask students "How could you make your blanky fly?" "How could you make your blanky zoom?" etc.
- Have students explore ways to move their scarves to match the movement words in the book.
- Re-read book, students moving their scarves to match each page.

Notes:



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