

Active Roads to Musicianship for Early Elementary
Missouri Music Educators Association
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Brent Gault
Indiana University Jacobs School of Music
bgault@indiana.edu

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Active Channels for Fostering Musicianship

I. Considerations:

A. The Musical Material

1. Is it interesting?
2. Is it appropriate?
3. What can it highlight?

B. The Learner

1. What do they already know?
2. What will be unusual or new?
3. How can I prepare them to have a successful experience?

C. The Experience

1. Does it utilize different learning modes (aural, visual, kinesthetic)?
2. Does it move from known to unknown?
3. Does it begin in a way that prepares students for success?
4. Is it musical?

II. Questions for You to Consider:

A. What adaptations need to be made for this type of activity to work in my classroom?

B. How would I structure an experience like this (from lesson to lesson) to achieve a musical learning experience?

C. Could I apply any of these ideas to music I already utilize in my classroom?

Beat and Division

Goals:

1. To review beat and division in simple (duple) meter
2. To express these rhythms via movement

Musical Material: “The Bridge of Avignon” from *Conversational Solfege Level I*, John Feierabend (page 93, Teacher’s Manual, 1995 edition)

Suggested Procedures:

~Students warm-up, learn and perform “Bridge of Avignon”. Students sing while keeping the beat and tapping the rhythm of the text.

~Relate beat and division to words related to the song (“bridge” and “dancing”).

~Students echo speak patterns using the words, then “read” patterns by speaking the word associated with the icon on the screen.

~The teacher speaks a four beat pattern using the words, and students speak a different pattern.

~Students put this in the body, speaking and stepping on “bridge” and speaking and clapping on “dancing.” Students switch movements and perform again.

~Relate “bridge” to the quarter note and “dancing” to two eighth notes. Read and improvise using these patterns.

~Students sing the song again, listening for what the rhythm would be. The teacher will sing a line on text and students will echo on rhythm syllables.

~Students will sing on rhythm syllables and then sing while performing “bridge” and “dancing” movements (stepping and clapping).

Singing, Listening, and Moving to Formal Sections

- Goals:**
1. To review known rhythms
 2. To move to music phrases
 3. To apply nonlocomotor and locomotor movements to musical form

Music: “Rocky Mountain” from *150 American Folk Songs to Sing, Read, and Play* (Ed. Erdei and Kolmos) p. 19; *Hungarian Dance #5 in G minor* by Johannes Brahms

Possible Sequence of Activities:

- ~Students will echo speak rhythmic patterns after the teacher that utilize quarter notes, eighth notes, and quarter rests. Students will then read the rhythm for “Rocky Mountain.”
- ~Students learn and sing “Rocky Mountain.”
- ~As students sing, they perform the “sun” movement for the verse (“Rocky Mountain”) and the “cloud” movement for the refrain (“Do remember me...”).
 - *Sun movement: pat, pat, pat, pat, pat, pat, pat, clap (2 times)
 - *Cloud movement: knee, knee, clap, clap, thumb out, thumb out (2 times)
- ~Students will form a circle and the teacher will demonstrate the second set of movements and the students sing and perform again:
 - *Sun movement: step, step, step, step, step, step, step, clap (2 times)
 - *Cloud movement: knee, knee, clap, clap, turn, turn, turn, turn (2 times)
- ~The teacher will relate these groups to musical sentences or “phrases.”
- ~The teacher will relate the movements to Hungarian Dance Number 5. Students will listen to the first four sections (two suns and two moons) and perform the first set of sun and moon movements:
 - *Sun movement: pat, pat, pat, pat, pat, pat, pat, clap (4 times)
 - *Cloud movement: knee, knee, clap, clap, thumb out, thumb out (4 times)
- ~The teacher will show students a map of the entire piece. Students will perform the sun and cloud movements for those sections, and follow the teacher for the other sections (happy face [bouncing in place] and two moons [swaying hands 4 times and then patting 4 times]).
- ~The teacher will remind students of the sun and moon movements when they are in a circle:
 - *Sun movement: step, step, step, step, step, step, step, clap (4 times)
 - *Cloud movement: knee, knee, clap, clap, turn, turn, turn, turn (4 times)
- ~Students will perform these as they listen to the first four sections of music (two suns and two moons).
- ~Students will view the map of the entire piece and perform once again with the locomotor movements, bouncing during the happy face section and swaying (4 times) /stepping (4 times in or out) on the two moon sections.