

Engaging Older Students

New Mexico Music Educators Association

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1. Circlesong # 6 by Bobbi McFerrin

Source: CD *Circlesongs*

Objectives:

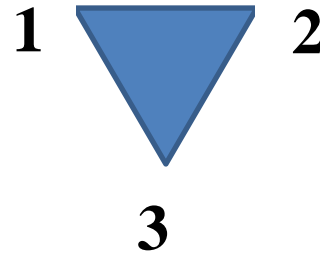
- Participate in creative movement
- Improvise movement related to music
- Lead group movement

Starting Formation: self-space facing teacher

Process

- Students imitate teacher's movement reflecting style of music
- Change leader by asking another student to lead. Rotate often.
 - Encourage levels, both fast and slow suspended movement.
- Arrange students in groups of 5-7. In a triangle shape, assign 3 points (leaders). Entire group turns to new leader on teachers' cue. Practice, then share. Assess using Harvard Protocol: I value, I noticed. I wondered.
- Extension: Ask groups to change leaders on their own and be prepared to share. Have the entire class perform together with 3 assigned leaders. Reflect

Extension: Experiment with other songs



1a. How are we doing? Quick assessment.

- Provide many opportunities for quick individual assessment checks:
 - 4 Four fingers against chest (without the thumb) – **Yes! All concepts covered.**
 - 3 Thumb and next two fingers against chest – **Yes, but..**
 - 2 Thumb and first finger against chest – **No, but...**
 - 1 Pointer finger against chest – **No. time to listen and re-group.**

2. Book: Recorder Games by Chris Judah-Lauder Sweet Pipes Publishing

Features 16 engaging lessons with great visuals. These bright stimulating visuals are in both PDF and PowerPoint® formats. This book does not take the place of a method book. Instead, it includes short activities which create interest and makes the beginning activities in learning a new instrument a fun and engaging experience. There are lessons for small ensemble work, question and answer activities, test templates, and rhythm reading. Also, this book allows you to work with various skill levels at the same time.

Song: CIRCLE GAME

Objectives

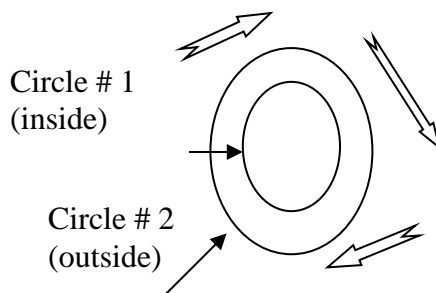
- Play a four-beat question phrase.
- Play a four-beat answer phrase.
- Move and play simultaneously.

Materials

- PowerPoint for *Circle Game*
- One soprano recorder for each student
- Shaker

Number of Players/Formation

- Entire class
- Concentric circle



Teaching Process

- Review or teach a simple and short song such as 'Hot Cross Buns'. Song is also notated on PowerPoint.

Hot Cross Buns



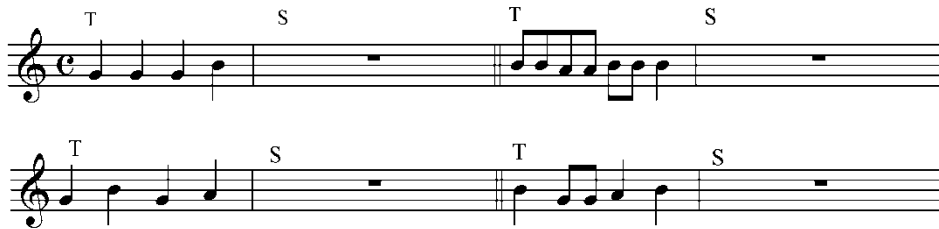
- Discuss question and answer phrases by comparing a phrase to a musical sentence. Question should sound unfinished. Don't end on G. Answer should sound finished. End on G. Each phrase should be four counts in length. The answer should relate to the

question by using similar notes and rhythmic patterns. For a more advanced class, use eight counts for the question and answer.



Ending on pitch “A” sounds unfinished.

- Practice question and answer phrases. Examples are given below. T-teacher S-student.



- Assign each student as player #1 or #2. Form concentric circles. #1's make a circle inside, facing out. #2's make a circle on the outside, facing in. All students play assigned song (i.e. Hot Cross Buns).

#1's play song in self-space. #2's play song and “travel” clockwise. #2's stop when song is finished to face a #1. Each #2 plays a question to a #1 using designated pitches from G pentatonic then #1 plays an appropriate answer.

- Teacher plays 8 beats on shaker. This is the cue for #1's and #2's to switch places. Begin the game again. Once again, only the outside circle travels while playing the song.

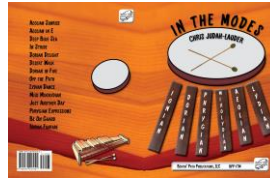
Extension

- When the song stops, ask for a solo to play the question.
- This game can be used with any pentatonic song. Be sure to clarify pitches if you are playing a song that is in a different key. For example, if you play a song in A minor pentatonic, the answer should end on pitch A.

3. *Lydian Dance*

SOURCE: *IN THE MODES* by Chris Judah-Lauder Beatin' Path Publications

Note: CD contains full visuals for all parts



Objectives: **Grade Level:** 4+

Explore the Lydian Mode

Perform I-V Song

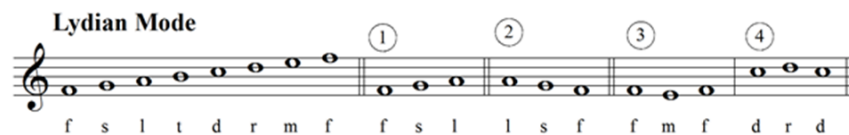
Create and perform movement to reflect a story

Read and play diaphony (melodies moving in contrary motion)



Teaching Process

1. Explore playing the 4 motifs in Lydian



Note: When in Lydian, encourage students to using passing tones to go from motif 1 to motif 4. The lowered B is an important note for Lydian.

2. Teach BX, HD and AX by rote.
3. Teach SR and SX on barred instruments using a visual.
4. Have students create a simple dance that matches the form of the melody. When listening to this piece, ask students to think of a theme/idea that relates to this unique sound. Use their ideas as the soundboard for creating movement/drama. Human marionettes work very well.

Note: You could easily play this piece without the SG.

Suggestion for Final Form

- Intro: Bass Xylophone and Alto xylophone for 8 measures
- First Playing: Soprano Recorder. No Soprano Xylophone.
- Second Playing: Soprano Xylophone plays. No Soprano Recorder
- Third Playing: All play
- Coda: Ask students to create.

- **Extension Possibilities**

• Have students create simple dance that matches the form of this piece. Create a marionette using two students. Puppeteer stands on chair. Marionette is on floor level in front of puppeteer, which rope attached to wrists, controlled by puppeteer.

Lydian Dance

Chris Judah-Lauder

The musical score for "Lydian Dance" is written for a 5/8 time signature. It consists of two systems of staves. The first system includes staves for S. Rec., SG, SX, AX, Shk., HD, and BX. The second system includes staves for SR, SG, SX, AX, Shkere, Hand Drum, and BX. The music features a mix of eighth and sixteenth notes, with some staves having rests. The score is written in a single system with a key signature of one sharp (F#) and a time signature of 5/8.