

My Many Colored Ways

Indiana Music Educator Association Conference

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WORKSHOP FOCUS:

This workshop will use colorful manipulatives to not only motivate student learning, but to engage students in active learning. There will be a connection to visual input and creative movement while focusing on musical development and learning objectives.

Polyspots are scattered around the movement space. Each person chooses a spot as home base.

Hoberman Sphere Warm Up: “Fly” by Jim Brickman *Music to Quiet Your Mind and Soothe Your World CD*

- Breathe in and out with the expansion and contraction of the sphere.
- Move side to side with the sphere.
- Move in other ways inspired by the sphere.
- Choose student leaders when they are ready.

Note Values: “Pulsation” by Kerri Lynn Nichols *Music for Dancers CD*

- Do movement related to the note values heard in the music
 - Start w/ whole notes—STRETCH
 - half notes—SLIDE
 - quarter notes—STEP
 - eighth notes—TIP TOE
- Break into four groups.
 - The whole note group members each have a scarf. Their leader has the Hoberman Sphere to guide their movements.
 - The half note group slides, using a poly spot for each foot to skate on. Their leader leads the line of skaters around the space.
 - The quarter note group has lummi sticks and creates a simple stick game to do with a partner or with the group. (Example: seated in a long ways set and facing their partner—tap floor—tap sticks together—tap partner sticks—tap sticks together.)

- The eighth note group each has a pop toob. All are connected to make a large circle. They tip toe to the pulse of the eighth note
- Options for the interlude include
 - Everyone does their own thing movement wise, getting back into position by the end of the interlude
 - Each group can rotate to the next station, giving everyone a chance to do each type of movement
 - Student suggestions

Rhythmic Canon #3 from Music for Children Vol. 1 page 74

- Set up three groups of melodic instruments (resonator bells, desk top bells and boomwhackers).
- Set up a fourth group with lummi sticks and poly spots.
- Using rhythm language, teach Canon #3. Transfer language to vocables, choosing different sounds for each note value. Perform in canon.
- Decide which instrument group should play the eighth note groupings. (lummi sticks please!)
- Make choices on which group plays the quarter, half and whole notes.
- Perform.
- Divide each group into parts and perform in canon. (Split the groups if necessary for security.)
- EXTENTION: Each group creates their own composition to become part of a rondo. The original canon would act as the A section. (You could also include A' with body percussion and/or vocables.)

Polyspot Movement Lesson: *Rock n' Stop* by Eric Chappelle Music for Creative Dance Vol. 3 CD

- Start w/ many spots—more than enough for the entire class.
- Play the song and students must freeze on a spot when the music stops.
- When you do this activity again, make it more difficult by not allowing students to stop on the same color spot twice in a row. The goal is for students to recognize the end of each phrase.
- Gradually remove or spread the spots further apart, making students have to anticipate the cadence ahead of time.

Hoberman Sphere Instrument Exploration: Instrument families—woods/metals/skins/shakers & scrapers OR xylophone/glocks/metalophones set in pentatonic

- Have a conductor w/ each group. Decide how to interpret sphere directions in each group
- Each group performs individually.
- Perform drum circle style
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For more ideas for using the Hoberman Sphere, check out the review by Marcia Working on our web site at <https://musiciselementary.com/product/hoberman-sphere/>

If you have any questions about today's session, feel free to email me at workingmarcia@yahoo.com.