

# CREATIVE & COLLABORATIVE TEACHING STRATEGIES FOR “SCULPTURESQUE” INCLUDING ADDITIONAL “KNOW YOUR STUFF”

## EDUCATIONAL OBJECTIVE:

- Ensemble:** Establish awareness of group pulse, ensemble balance and spatial security. Form social relationships.
- Student:** Inaugurate music literacy, develop awareness of inner pulse and stimulate interrelationships between left-right hemispheres of the brain.
- Director:** Establish *active and reflective learning* routines; introduce yourself as a collaborative teacher.

## MUSIC CONCEPTS:

Structure/Form, Rhythm/Duration, Expressive techniques, Timbre

### Part 1: Learning the words

- Room formation:** Students – stand in band formation without instruments, chairs or music stands  
Teacher – stand on floor (no podium) in the conductor’s usual position
- Equipment requirements:** Class set of grey-lead pencils
- Teacher preparation:**
1. Learn the words to the TEAM chant off by heart.
  2. Print 2 or more sets of ‘Literacy cards’ (ADDENDUM #1)
  3. Print a class set of the evaluation worksheet *Write it down #1* (ADDENDUM #2)
- Approx. Lesson Time:** 1 x 40 minute lesson; 2 x 10 minute extensions; 1 x 20 minute written activity

## ACTIVE & REFLECTIVE TEACHING ROUTINE: Learn – Apply – Perform – Reflect

### 1. Learn: introduce the words using call and response technique (5 min)

- a. Call and response: Students copy (“echo”) TEAM *Sculpturesque* chant (see below) 1 measure at a time:

Am - ar - yll - iss   Am - per - sand   Dawn Tree Walk - ing man   I - rene Hix - on Whit - ney Bridge   Dou - ble curves

Naut - il - us   Cav - a - liere   Seat - leg ta - ble   Mo - le - cule   Bel - ve - dere   Ni - ke

- b. Repeat process until you have gone through the whole chant 2-3 times. Extend echo to 2 measure phrases.

**TEACHING TIP:** Vary your voice after the first time *for example*: use high, low, fast, slow or silly voices. Reverse the process and invite a student to say the phrase first THEN you and the class echo them.

### 2. Apply (1): use LITERACY cards to provide *definition* and *visual cue* for each word (5 min)

- Divide your band/class into 4 even groups.
- Assign 1 x 2 measure phrase to each group.
- Give them the correct LITERACY cards that correspond to their phrase *for example* Group 1 are given the cards: “Amaryllis, Ampersand, Dawn Tree, Walking Man”. Talk through each card with the whole class to explain that the picture on the card *defines* the word.

### 3. Apply (2): students make up their own actions to the words

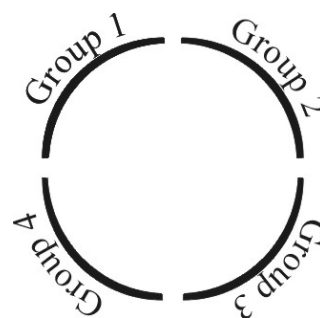
- Invite each group to create a unison action that reflects the words in their phrase.
- Send each group to a different space.
- Allow 10mins for the students to create their own actions. Once the action is created, each group must practise it at least 5 times to ensure everyone is confident with both the words and the actions.

**TRUST:** *Don't be surprised if, the first time you try this kind of activity, it takes 15-20mins – your students **will** be disorganised at first – and that's ok! They will get it together eventually, but sometimes this may require a little encouragement and time. Hold back as much as you can and trust them to work it out. Learning how to work together in small groups is an important part of collaborative learning – you may wish to give them some guidelines before they start or not – it's up to you!*

*Walk around between the group and observe how they work, you will quickly discover who your leaders are!*

**4. Perform: students share their actions with each other**

- Students stand in their groups in a large circle, like this.
- One at a time, each group performs using words and actions.
- The remaining 3 groups copy the actions and words.
- Go around the circle.
- When you feel the students are ready, say two phrases together, then progress to all (still using the actions).



**5. Reflect (1): use LITERACY cards to introduce rhythm symbols**

- Invite each group to place their LITERACY cards on the floor in front of them, in the correct order.
- SAY the whole chant looking at the cards *with* actions.
- Invite one student from each group to FLIP OVER the cards to reveal the associated rhythm symbol.
- Repeat (b).

EXTENSION (10min each):

- Invite students to say their 2 measure phrase as a repeated pattern (ostinato) and layer against each other; AND/OR
- Mix up the cards and say the words in a different order with the SAME rhythm associated with each card. FUN!

TEACHING TIP: Have at least 2 sets of the cards to use either side of the circle so some students are not reading upside-down!

----- End lesson -----

WRITTEN ACTIVITY

**(6) Reflect (2): students write out the chant**

- Hand out 'Write it down #1' stencils PLUS pencil to each student.
- Invite students to complete it (during class to allow for questions). Suggest the students write out one 2-measure phrase per line.

*It does not matter that the students are unfamiliar with these music symbols, this activity breeds familiarity and begins the pathway from sound to symbol.*

----- End lesson -----

EXTENSION: Add bar lines and time signatures using your own explanation.

ASSESSMENT OPTION: Suggested marking strategy for the evaluation worksheet *Write it down #1*:

*1 mark for each correct measure (8) - 1 mark for correct order of each cell (9) - mark out of 3 for neatness (3)*  
*= TOTAL OUT OF 20.*