

# MODULARITY #1

## EDUCATIONAL OBJECTIVE:

**Ensemble:** Establish awareness of ensemble tone and intonation through the blending of instrumental groups in small teams and then as a whole ensemble.

**Student:** Introduce the concept of transposing instruments and instrument range, learn to play Concert B<sup>b</sup> major scale in 3 different modes (Ionian, Aeolian, Phrygian), understand terms ascending/descending with regard to scales, play in small groups.

**Director:** Introduce concept of real, double time & half time and demonstrate the difference using alternate conducting gestures, apply rhythm learned 'off the podium' to an 'on the podium' playing exercise, letting go of *all* the control and allowing students to work in small groups ☺

## MUSIC CONCEPTS:

Structure/Form, Rhythm/Duration, Tone colour, Pitch

## Part 1: Learning the notes

**Room formation:** Traditional Band formation - everyone is *standing* in their places, with a music stand, **no chairs**. Conductor is on the podium (hooray!). All percussion students play melodic percussion instruments only.

**NOTE:** *Students with lower brass and woodwind will still require chairs*

**Equipment requirements:** 1. Download and print Parts & Score to 'Modularity #1';  
2. Print multiple copies of Addendum #1, enough for one per music stand.

**Teacher preparation:** Revise the words to the "Popcorn" chant (see Free Stuff #1 at [www.jodieblackshaw.com](http://www.jodieblackshaw.com))

**Approx. Lesson Time:** 2 x 30 minute lesson/ rehearsal + 1 x 45min lesson/rehearsal

## LESSON 1

### ACTIVE & REFLECTIVE TEACHING ROUTINE: Learn – Play – Apply

#### 1. LEARN: play the notes in Concert B<sup>b</sup> major scale (5mins)

- Students stand where they would normally sit in band, with music stand, instrument & their Modularity #1 part.
- Play Concert B<sup>b</sup> major scale - you know how to do this with your group! ☺

#### 2. PLAY: play the notes in Concert B<sup>b</sup> major scale in three different modes – students decide which mode best suits their instrument (10mins)

- On the parts provided, every instrument can see Concert B<sup>b</sup> major (transposed for their instrument) INCLUDING notes preceding and proceeding the one-octave scale. These notes allow students to play the scale in three alternate modes. Explain to the students, in your own way, where they will commence playing for each mode.

**NOTE:** Some modes will be written out of range for the instrument and that's ok! Your students will experience the limited range of their instrument, rather than just being told about it. We will use this information in a later exercise.

- b. Follow the “Find your team” steps (see Addendum #1):

- Step 1:** Play Concert B<sup>b</sup> major scale in *Ionian Mode* ascending then descending. Hold each note for 2 beats and always double the highest note – your conductor will guide the tempo.
- Step 2:** Play Concert B<sup>b</sup> major scale in *Phrygian Mode* ascending then descending. Hold each note for 2 beats and still double the highest note – your conductor will show the tempo.
- Step 3:** Play Concert B<sup>b</sup> major scale in *Aeolian Mode* descending then ascending. Hold each note for 2 beats and double the lowest note. Hold each note for 2 beats – your conductor will do their thing again!

NOW CHOOSE: Which MODE works best for you and your instrument?  
Is it Ionian, Aeolian or Phrygian?

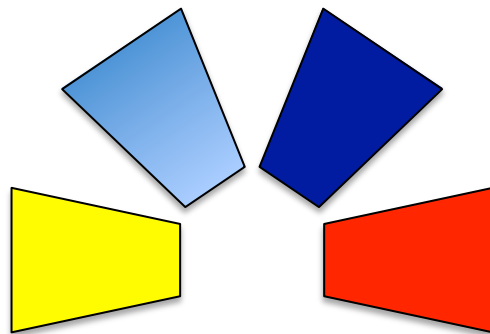
- ☐ Ionian = TEAM YELLOW.
- ☐ Aeolian = TEAM RED.
- ☐ Phrygian = TEAM LIGHT/DARK BLUE (Light Blue are higher instruments, Dark blue are lower instruments)

- c. Invite students to write their team color in the top left-hand corner of their part where it is says  
**TEAM:** \_\_\_\_\_

### 3. **APPLY:** Move and position students into teams, introduce terminology (15mins)

- a. Invite students to stand in their team groups, left to right:

YELLOW, LIGHT BLUE, DARK BLUE, RED



- b. DESCRIBE ASCENDING in your own way: Invite all students to play their mode *ascending*.
- c. DESCRIBE DESCENDING in your own way: Invite all students to play their mode *descending*.
- d. DESCRIBE REAL TIME in your own way: Play mode *ascending* in REAL time (half notes).
- e. DESCRIBE DOUBLE TIME in your own way: Play mode *descending* in DOUBLE time (quarter notes).
- f. DESCRIBE HALF TIME in your own way: Play mode *ascending* in HALF time (whole notes).
- g. PLAY AROUND: have fun with this terminology and consider how your conducting pattern will clearly indicate real, double and half time. In the meantime, your students are practicing their mode and they don't even know it (don't you just love that!).

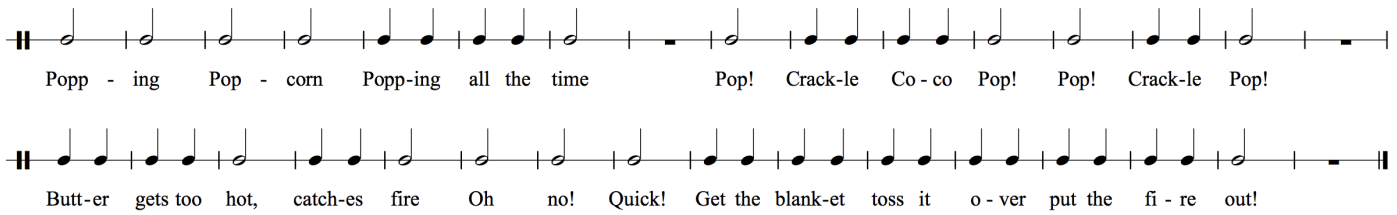
TEACHING TIP: Vary the above exercise (g) by trying the following:

- **Play a game** ‘What time is it?’ Students have to identify real, double or half by YOUR conducting pattern 😊
- Change tempo
- Instead of a ‘bar for nothing’, use breath to indicate when to start playing

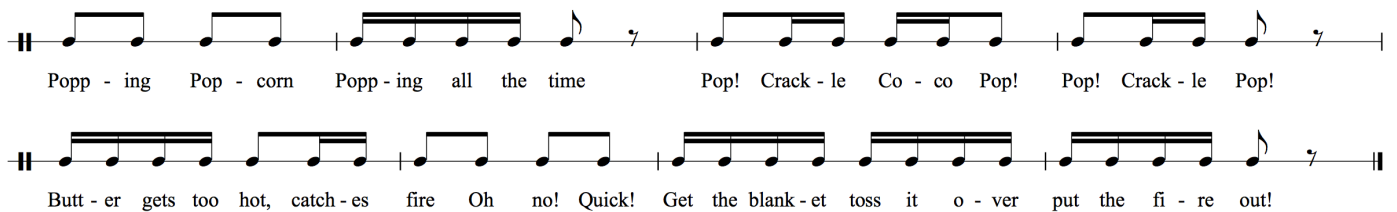
--- End of Lesson 1 ---



- d. Repeat (c) but this time, change position every 4 counts (start slowly).
  - i. Recall the 'What time is it?' game – label this movement pattern as 'Real Time'.
  - ii. Repeat until confidence is displayed.
- e. Repeat (c) changing position every 4 counts – but say the chant in half time, like this:



- i. Recall the 'What time is it?' game – label this movement pattern as 'Half Time'.
  - ii. Repeat until confidence is displayed or they get really bored.
- f. Repeat (c) still changing position every 4 counts - but say the chant in double time, like this:



- i. Recall the 'What time is it?' game – label this movement pattern as 'Double Time'.
  - ii. Repeat until confidence is displayed or their tongues get tied 😊

**EXTENSION:** Challenge your group to see if each Team can move together but chant in different time 'zones'. For example:

- \*Team Yellow to say the chant in Half time;
- \*Team Light & Dark Blue to say the chant in Real Time;
- \*Team Red in Double Time to say the chant (or however you wish to arrange it!)

Advise students in all teams that they are to repeat the chant in their allotted time zone until they all reach the end of the chant together. Ask them 'What do you notice?' Discuss.

--- End of Lesson 2 ---

(NOTE: there is only 20mins of lesson time as the remaining 10mins has been allowed for the packing and re-setting of your rehearsal space)

## LESSON 3

### ACTIVE & REFLECTIVE TEACHING ROUTINE: Review – Play – TeamTime – Tutti

#### 1. REVIEW: play Concert Bb major scale in three modes (5mins)

- a. Students are grouped in teams ascertained in Lesson 1 with music stand & Modularity #1 part.
- b. Review terminology including ascending, descending, real, half and double time.
- c. Invite each team to simultaneously play their mode ascending, then descending, doubling the highest note, 2 counts on each note. Do this 1-3 times if there are a few wrong notes 😊
- d. SAY the 'Popcorn' rhythm (this is printed on their part – use call and response the first time if you feel it is needed with your group).

## 2. **PLAY:** add rhythm to pitch (10mins)

- SAY the 'Popcorn' rhythm in Real Time
- PLAY the 'Popcorn' rhythm on ONE note of your (or their) choice in Real Time
- SAY the 'Popcorn' rhythm in Half Time
- PLAY the 'Popcorn' rhythm on ONE note of your (or their) choice in Half Time
- CHANGE notes every 4 counts whilst playing the rhythm in Half Time, recall the 'Changing Feet' game to remind students that when they *changed direction* is when they *change note*. It should sound like this (*Aeolian mode used for this example*):

Popp - ing Pop - corn Popp-ing all the time Pop! Crack-le Co - co Pop! Pop! Crack-le Pop!

Butt-er gets too hot, catch-es fire Oh no! Quick! Get the blank-et toss it o - ver put the fi - re out!

- CHANGE notes every 2 counts whilst playing the rhythm in Real Time, like this:

Popp - ing Pop - corn Popp-ing all the time Pop! Crack - le Co - co Pop! Pop! Crack - le Pop!

Butt - er gets too hot, catch - es fire Oh no! Quick! Get the blank - et toss it o - ver put the fi - re out!

**EXTENSION #1:** Challenge your students to play the chant in double time, changing notes every 1 count – maybe it could be a homework exercise? Remind them to tongue and use a continuous air-stream!

Popp - ing Pop - corn Popp - ing all the time Pop! Crack - le Co - co Pop! Pop! Crack - le Pop!

Butt - er gets too hot, catch - es fire Oh no! Quick! Get the blank - et toss it o - ver put the fi - re out!

**EXTENSION #2:** Have students write out what their modal part when played with the Popcorn in:

\*REAL Time

\*Half Time

\*Double Time

**Make it mathematical** by discussing the difference in the number of measures when these time zones change and how the note lengths also change but essentially, it sounds the same (just slower, or faster). Discuss how this can also be achieved with a tempo change.

**3. TEAM-TIME:** teams break into small groups and work independently (15mins + 5mins to allow students time to move in and out of groups)

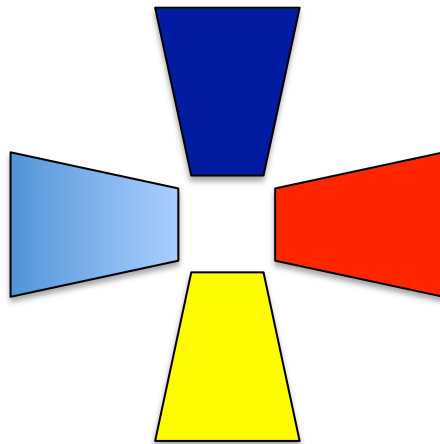
- a. Invite each team to break into their individual groups. **Goal:** read through “SECOND: Play in team” Steps 4 and 5 as printed in the hand-out and decipher it *as a team*, then play what the team thinks it means.

TEACHING TIP: Allow students time to try and work this out for themselves. Give them at least 5 minutes before you intrude. This process not only builds team work, it will also consolidate the material they have learned so far. Be brave, take a deep breath and hold back. They can do it!

REGARDING SPACE: This activity work best if they students are able to rehearse their group in a separate area (if this is allowed in your school and/or you have the facilities). If this is not possible, groups can rehearse in a corner of the band rehearsal space, but this is not ideal. Alternatively, this step can occur outside of rehearsal as a separate tutorial.

**4. TUTTI:** Create a new warm-up routine for your band (10mins)

- a. Return teams to band room – each team to set up in a circular fashion, like this (the conductor can either stand in the middle or walk around the edge):



- b. Invite all teams to play Step 4 for each other – read out aloud their instructions and ask the other teams to consider whether or not they are playing their part as requested.

**SECOND: Play in teams**

**Team Red:**

**Step 4:** Play in *half time* – ascending then descending. Hold lowest note until your conductor releases you.

**Team Light & Dark Blue:**

**Step 4:** Play in *real time* - ascending then descending.

Team Dark Blue count 4 measures rest then start. Team Light Blue counts 6 measures rest then begins.

**Team Yellow:**

**Step 4:** Play in *real time*, descending the ascending. Count 9 measures rest then start.

- c. PLAY Step 4 simultaneously. See score attached as Addendum #2.
- d. REPEAT (b) and (c) but with Step 5 instructions (see below). See score attached as Addendum #3.

## **SECOND: Play in teams**

### **Team Red:**

**Step 5:** Play as Step 4 – Bass instruments to whole lowest note until your conductor releases you. Alto and Tenor instruments (like clarinets and saxophones) will play as Step 1 then play the first 4 measures in *real time* and hold the 5<sup>th</sup> note of the mode until your conductor releases you.

### **Team Light & Dark Blue:**

**Step 5:** Play as Step 4 but 2 times through and hold your lowest note until your conductor releases you.

### **Team Yellow:**

**Step 5:** Play as for Step 4 but this time, when you reach the top of the scale, play the **scale** descending in *half time* until your reach note 1 again. Hold note 1 until your conductor releases you.

YOU did it!

Well done!

I'm proud of you for getting off the podium and teaching something through creativity.

Wow!

You're amazing 😊

# ADDENDUM

## #1



## WHAT TO DO WITH ALL THOSE NOTES

### FIRST: Find your team

**Step 1:** Play B<sup>b</sup> major scale in Ionian Mode. Hold each note for 2 beats – your conductor will guide the tempo.

**Step 2:** Play B<sup>b</sup> major scale in Phrygian Mode. Hold each note for 2 beats – your conductor will show the tempo.

**Step 3:** Play B<sup>b</sup> major scale in Aeolian Mode. Hold each note for 2 beats – your conductor will do their thing again!

NOW CHOOSE: Which MODE works best for you and your instrument? Is it Ionian, Aeolian or Phrygian?

☐ Ionian = TEAM YELLOW.

☐ Aeolian = TEAM RED.

☐ Phrygian = TEAM LIGHT/DARK BLUE (Light Blue are higher instruments, Dark blue are lower instruments).

### SECOND: Play in teams

#### Team Red:

**Step 4:** Play in *half time* – ascending then descending. Hold lowest note until your conductor releases you.

**Step 5:** Play as Step 4 – Bass instruments to whole lowest note until your conductor releases you. Alto and Tenor instruments (like clarinets and saxophones) will play as Step 1 then play the first 4 measures in *real time* and hold the 5<sup>th</sup> note of the mode until your conductor releases you.

#### Team Light & Dark Blue:

**Step 4:** Play in *real time* - ascending then descending.

Team Dark Blue count 4 measures rest then start. Team Light Blue count 6 measures rest then begins.

**Step 5:** Play as Step 4 but 2 times through and hold your lowest note until your conductor releases you.

#### Team Yellow:

**Step 4:** Play in *real time*, descending the ascending. Count 9 measures rest then start.

**Step 5:** Play as for Step 4 but this time, when you reach the top of the scale, play the **scale** descending in *half time* until your reach note 1 again. Hold note 1 until your conductor releases you.

### THIRD: Play as an ensemble

All 4 teams now simultaneously perform Step 4 together, then Step 5.

# ADDENDUM

## #2

# Two, Four & Three

STEP 1: A warm-up felt in two, using four teams & three modes of Concert B $\flat$  Major

BLACKSHAW

**TEAM YELLOW**  
(Ionian mode)  
Piccolo/Flute

Glockenspiel

**TEAM LIGHT BLUE**  
(Phrygian mode)  
Oboe

Clarinet/  
Trumpet in B $\flat$

**TEAM DARK BLUE**  
(Phrygian mode)  
Tenor Saxophone

Horn in F

Trombone

Euphonium

**TEAM RED**  
(Aeolian mode)  
Alto Saxophone

Moderate low register  
Clarinet in B $\flat$

Bass Clarinet  
in B $\flat$

Baritone Saxophone

Euphonium

Tuba

## STEP 1: Two, Four &amp; Three

12

Fl.

Glock.

Ob.

Tpt.

Ten. Sax.

Hn.

Tbn.

Euph.

Alto Sax.

Cl.

B. Cl.

Bari. Sax.

Euph.

Tba.

## STEP 1: Two, Four &amp; Three

3

19

Fl.

Glock.

Ob.

Tpt.

Ten. Sax.

Hn.

Tbn.

Euph.

Alto Sax.

Cl.

B. Cl.

Bari. Sax.

Euph.

Tba.

# ADDENDUM

## #3

# Two, Four & Three

Step 2: A warm-up felt in two, using four teams & three modes of Concert B $\flat$  Major

BLACKSHAW

**TEAM YELLOW**  
(Ionian mode)  
Piccolo/Flute

Glockenspiel

**TEAM LIGHT BLUE**  
(Phrygian mode)  
Oboe

Clarinet/  
Trumpet in B $\flat$

**TEAM DARK BLUE**  
(Phrygian mode)  
Tenor Saxophone

Horn in F

Trombone

Euphonium

**TEAM RED**  
(Aeolian mode)  
Alto Saxophone

Moderate low register  
Clarinet in B $\flat$

Bass Clarinet  
in B $\flat$

Baritone Saxophone

Euphonium

Tuba

## Step 2: Two, Four &amp; Three

12

Fl.

Glock.

Ob.

Tpt.

Ten. Sax.

Hn.

Tbn.

Euph.

Alto Sax.

Cl.

B. Cl.

Bari. Sax.

Euph.

Tba.



## Step 2: Two, Four &amp; Three

3

22

Fl.

Glock.

Ob.

Tpt.

Ten. Sax.

Hn.

Tbn.

Euph.

Alto Sax.

Cl.

B. Cl.

Bari. Sax.

Euph.

Tba.

## Step 2: Two, Four &amp; Three

31

Fl.

Glock.

Ob.

Tpt.

Ten. Sax.

Hn.

Tbn.

Euph.

Alto Sax.

Cl.

B. Cl.

Bari. Sax.

Euph.

Tba.