

## OFF THE PODIUM TEACHING STRATEGIES

TRY THESE SAMPLE LESSONS WITH MY COMPLIMENTS.

IF YOU LIKE THEM, I HIGHLY RECOMMEND ‘BELAH SUN WOMAN’ NEXT 😊

### MINI-UNIT: PULSE TO PATTERN

“Music maybe as much a motor event as a sonic event as well as of course, a social fact.”  
John Baily 1985; ‘Music Structure and human movement’

#### EDUCATIONAL OBJECTIVE:

**Ensemble:** Establish awareness of ensemble pulse and social relationships.

**Student:** Inaugurate music literacy, develop individual awareness of inner pulse and stimulate connectivity between kinaesthetic, spatial and aural intelligences.

**Director:** Establish *active and reflective learning* routines; introduce creative music making.

#### 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

NOTE: If you have a group of 30 or less, I recommend standing in a circle rather than in band formation.

**Equipment requirements:** Class set of grey-lead pencils

**Teacher preparation:**

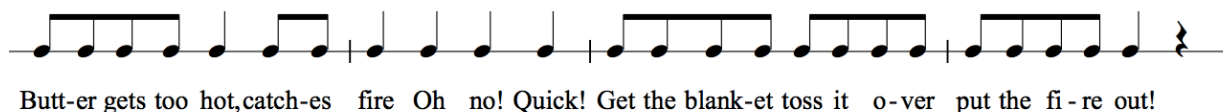
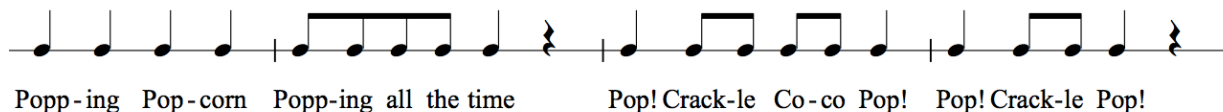
1. Learn the words to the “Popcorn” chant off by heart.
2. Print a class set of the evaluation worksheet *Write it down*

**Approx. Lesson Time:** 1 x 30 minute lesson

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

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

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



b. Repeat process until you have gone through the whole chant 2-3 times. Extend “Call” to 2 measure phrases when you feel the students are ready.

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 and you and the class echo them.

## ‘Be the Change’

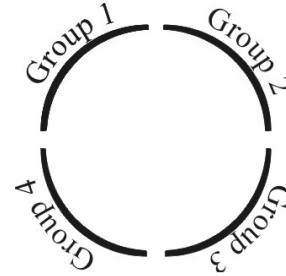
Introductory teaching strategies for Band Directors who are brave at heart.

### 2. **Apply:** students make up their own actions to the words (10 mins)

- Divide your band/class into 4 even groups.
- Assign 1 x 2 measure phrase to each group.
- Invite each group to create a unison action that reflects the words in their phrase.
- Once the action is created, invite each group to practise it altogether at least 5 times to ensure everyone is confident with both the words and the actions.

### 3. **Perform:** students share their actions with each other (5 mins)

- Students stand in their groups in a 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).



#### EXTENSION:

- ☺ Invite students to say phrases in their groups as a repeated pattern (ostinato) against each other;
- ☺ Say the whole phrase with actions in a 2 or 4-part round.

### 4. **Reflect:** students write out the chant (10mins)

- Hand-out ‘Write it down’ and pencil to each band member.
- Invite students to complete it (during class to allow for questions). It does not matter that the students are unfamiliar with these music symbols, this activity breeds familiarity and demonstrates individual comprehension.

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

ASSESSMENT OPTION: Mark the evaluation worksheet *Write it down*. You can use your own method or: 1 mark for each correctly copied cell (9 marks), 1 mark for each cell placed in the correct order (9 marks) mark out of 2 for neatness.

Total = 20

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

## ‘Be the Change’

Introductory teaching strategies for Band Directors who are brave at heart.

### Part 2: Learning the Rhythm

**Room formation:** Students - sit in band formation without instruments or music stands.

Teacher - sit on a tall stool in the conductor's usual position.

NOTE: If you have a group of 30 or less, I recommend sitting in a circle rather than in band formation.

**Equipment requirements:** Chairs, video camera, tripod, TV, cables to connect video camera to TV

**Teacher preparation:** Learn the body percussion pattern to the *Popcorn* chant off by heart (see Addendum and allow about 15min for this)

**Approx. Lesson Time:** 1 x 30 minute lesson

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

#### 1. Learn: play rhythm of words using simple body percussion (5mins)

Hands in one position *i.e.* lightly patting on top of thigh.

**CALL AND RESPONSE** (teacher call, students respond):

- a. 1<sup>st</sup> x 2 measure phrase (1-2 times) then TUTTI (teacher & students together)
- b. 2<sup>nd</sup> x 2 measure phrase (1-2 times) then TUTTI
- c. 3<sup>rd</sup> x 2 measure phrase (1-2 times) then TUTTI
- d. 4<sup>th</sup> x 2 measure phrase (1-2 times) then TUTTI

*NOTE: Watch your students and only progress to the next phrase when you are confident every student is able to pat the rhythm and say the words with confidence. Repetition suggestions provided here (eg. 1-2 times) are only a guide.*

When confident extend phrase length.

**CALL AND RESPONSE** (teacher call, students respond):

- e. 1st x 4 measure phrase (1-2 times) then TUTTI
- f. 2nd x 4 measure phrase (1-2 times) then TUTTI

When confident, perform the whole chant altogether:

- g. TUTTI: Whole chant with patting of rhythm on top of thigh (with, then without, the teacher)

#### 2. Apply: introduce body percussion simulating the use of chair (10mins)

Students echo 2 measure phrases of ‘Popcorn chant with changing body percussion (see over page)

**CALL and RESPONSE (1):**

- a. 1<sup>st</sup> x 2 measure phrase (1-2 times) then TUTTI (teacher & students together)
- b. 2<sup>nd</sup> x 2 measure phrase (1-2 times) then TUTTI
- c. 3<sup>rd</sup> x 2 measure phrase (1-2 times) then TUTTI
- d. 4<sup>th</sup> x 2 measure phrase (1-2 times) then TUTTI

**CALL and RESPONSE (2)** (extended phrase length):

- e. 1st x 4 **measure** phrase (1-2 times) then TUTTI
- f. 2nd x 4 **measure** phrase (1-2 times) then TUTTI

Your students may need a few more repetitions. Watch them, you will see when they are starting to get it!

# ‘Be the Change’

Introductory teaching strategies for Band Directors who are brave at heart.

## POPPING POPCORN

*Body percussion*

BLACKSHAW

### 3. Perform: internalize learning through performance in set structure (10mins)

Perform the whole chant using body percussion. Here are some suggestions for performance:

- TUTTI: *whole chant altogether*
- TUTTI – SOLO – TUTTI

*Whole chant altogether - invite 4 volunteers to perform one 2-measure phrase each as a solo - whole chant altogether*

- TUTTI – 2 part ROUND – TUTTI

*Parts to enter 2 measures apart*

### 4. Reflect: watch recorded performance and self-assess own contribution (5mins)

- Video students doing a performance suggested above.

Invite students to listen/watch and discuss their performance craft and other musical aspects.

TEACHING TIP: Invite your students to create ONE original question about the performance *i.e.* instead of asking for answers to your own questions, make them more inquisitive and invite them to create a question (and answer) about their own performance THEN ask each other their questions and finally, share with the whole class. FUN!

----- End 30 minute lesson -----

## Part 3: Adding drumsticks

**Room formation:** Students - sit in band formation on chairs.  
Teacher – stand on the podium in conductor’s usual position.

NOTE: If you have a group of 30 or less, I recommend sitting in a circle rather than in band formation.

**Equipment requirements:** Chairs and enough pairs of drumsticks for every student & you, video camera, TV, cables to connect video camera to TV

**Teacher preparation:** Learn the chair and stick pattern to the *Popcorn* chant off by heart (see Addendum – yes you can!).

**Approx. Lesson Time:** 2-3 x 30 minutes (Step 2: Create is optional)

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## ‘Be the Change’

Introductory teaching strategies for Band Directors who are brave at heart.

### ACTIVE & REFLECTIVE TEACHING ROUTINE: Learn – (Create) – Perform – Reflect

#### 1. Learn(1): introduce correct drumstick technique and apply to Popcorn chant (5mins)

- Place drumsticks on the floor under each chair.
- Using mirror movement, show students correct drumstick-handling technique (this is clearly demonstrated on the DVD that accompanies the ‘Belah Sun Woman’ resource).
- Show sign for “Stop” (sticks crossed in front of chest).

#### 2. Learn(2): Students echo phrases of ‘Popcorn’ chant whilst playing on top of chair (5mins)

CALL and RESPONSE (1):

- 1st x 2 measure phrase (1-5 times) then TUTTI (teacher & students together)
- 2nd x 2 measure phrase (1-5 times) then TUTTI. *When confident extend phrase length.*
- 1<sup>st</sup> x 4 measure phrase (3-8 times) then TUTTI**

CALL and RESPONSE (2):

- 3<sup>rd</sup> x 2 measure phrase (1-5 times) then TUTTI
- 4<sup>th</sup> x 2 measure phrase (1-5 times) then TUTTI. *When confident extend phrase length.*
- 2<sup>nd</sup> x 4 measure phrase (3-8 times) then TUTTI**

TUTTI (play altogether)

NOTE: As stated with the body percussion teaching, repetition suggestions provided here (eg. 1-5 times) are only a guide.

#### 3. Learn(3): Students echo phrases of ‘Popcorn’ chant playing as body percussion (5mins)

CALL and RESPONSE (1):

- 1st x 2 measure phrase (1-5 times) then TUTTI (teacher & students together)
- 2nd x 2 measure phrase (1-5 times) then TUTTI. *When confident extend phrase length.*
- 1<sup>st</sup> x 4 measure phrase (3-8 times) then TUTTI**

CALL and RESPONSE (2):

- 3<sup>rd</sup> x 2 measure phrase (1-5 times) then TUTTI
- 4<sup>th</sup> x 2 measure phrase (1-5 times) then TUTTI. *When confident extend phrase length.*
- 2<sup>nd</sup> x 4 measure phrase (3-8 times) then TUTTI**

TUTTI (play altogether)

See reminder of how to play on chairs like body percussion on page 4

#### 4. Create (Are you feeling brave?) (allow 15~20mins see note below)

- Divide your band/class into 4 even groups. (If you have a large ensemble you may wish to make 8 groups).
- Assign 1 x 2 measure phrase to each group. (If 8 or more, assign the same phrase to 2 groups etc..).
- Invite each group to form a small circle and create their own original way to play their phrase on their chairs. Everyone in the group *must* be able to play it and encourage all group members to offer ideas and suggestions. You may wish to discuss group-work skills before you try this ☺

NOTE: Allow 15-20mins for this activity – your students will be disorganised at first – that’s ok! They will work it out eventually, but sometimes they may require a little encouragement. As you observe, only offer suggestions if it is absolutely necessary. Also, this activity will quickly unearth your leaders!

- Once the new arrangement is created, each group should practise it at least 5 times to ensure everyone is confident with the words, the rhythm and how the group is playing it on chairs.
- Call the groups back and have each perform for one another.

## ‘Be the Change’

Introductory teaching strategies for Band Directors who are brave at heart.

### EXTENSION:

Have the students teach each other their own creation. It’s a little chaotic but it works & the students love it!

- Group 1 and Group 2 teach each other. Group 3 and Group 4 teach each other.  
After 5-10 minutes call “changeover”.
- Group 1 and Group 3 teach each other. Group 2 and Group 4 teach each other.  
After 5-10 minutes call “changeover”.
- Group 1 and Group 4 teach each other. Group 2 and Group 3 teach each other.  
After 5-10 minutes call “stop”.
- Everyone returns to their original formation and the students play their own arrangement of the ‘Popcorn’ chant using chairs and drumsticks. After a few more run-throughs, they will be great!

----- End lesson (if adding the ‘Create’ component) -----

### 5. **Perform:** internalize the learning through a group performance of a set structure (10mins)

Perform the whole chant using chairs and drumsticks. Here are some suggestions for performance:

- TUTTI: Whole chant
- TUTTI – SOLO – TUTTI

*Whole chant altogether - invite 4 volunteers to perform one 2 measure phrase each as a solo - whole chant altogether*

- TUTTI – 2 part ROUND (enter 2 measures apart) – TUTTI
- TUTTI (SAY) - TUTTI (PLAY) – 2 part ROUND (enter 2 measures apart) – TUTTI (PLAY)

### 6. **Reflect:** watch recorded performance and self-assess own contribution (5mins)

- Video students doing the performance suggested in (d) above.

Invite students to listen/watch the performance and ask them to create ONE question each about the performance. Focus on music concepts such as rhythm, ensemble, balance, pulse and overall presentation. Then have students first share these questions with each other, then the whole class. They will surprise you with their observation skills!

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

### FUTURE APPLICATIONS:

Extract repetitive and/or challenging rhythms from future repertoire selections for your band and add words that match the rhythm. Use the same teaching routine & apply rhythms to body percussion and/or drumsticks with chairs and/or music stands.

### ADD PITCH:

Using one of your warm-up scales, invite students to play the scale on the rhythm of the popcorn chant, changing not every 2 beats, like this:

Popp-ing pop-com 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!

Now create a performance like the chair ‘n’ stick performance out of this. For example:

**TUTTI – ROUND (4 parts; 2 x) – SOLO (one 2 measure phrase each) – TUTTI**

Divide students into small groups and have them create their own structure and mini-performance!

Perform for each other! Hooray!

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## Write it down #1

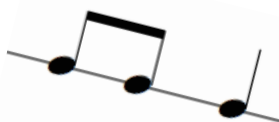
### POPCORN CHANT

Write the notes on the lines then the words beneath for each of the cells below.

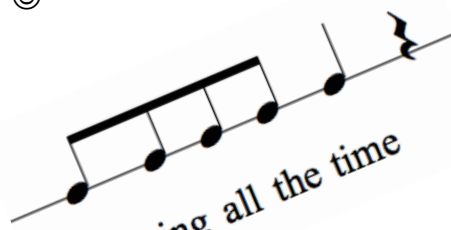
Make sure they are in the correct order 😊



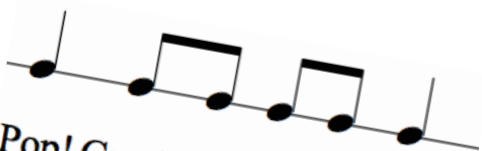
put the fi-re out!



catch-es fire



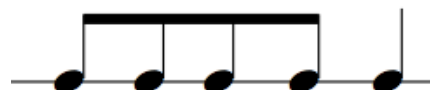
Popp-ing all the time



Pop! Crack-le Co-co Pop!



Oh no! Quick!



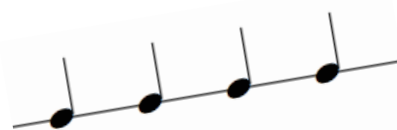
Butt-er gets too hot,



Pop! Crack-le Pop!



Get the blank-et toss it o-ver



Popp-ing Pop-corn

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# POPPING POPCORN

## Body percussion

BLACKSHAW

**Finger Snaps**  
(Slide one stick across other)

**Clap**  
(hit sticks together)

**Patsch (pat chest)**  
(Top of chair)

**Patsch (pat lap)**  
(seat of chair)

**Stamp feet**  
(legs of chair)

4/4

time

Popp-ing all the

Pop - corn

Popp - ing

3

FN

CL

P - chest

P - lap

ST

crack - le pop

Pop co - co

crack - le

Pop Pop!

5

FN

CL

P - chest

P - lap

ST

hot

Butt - er gets to catch - es

Fire!

oh no! say: "Quick!"

7

FN

CL

P - chest

P - lap

ST

Toss it o - ver

Get the blan - ket

Put the fi - re out!