

#Warm UP your Brain 1: More than Melody

IN 2 PARTS

PART 1: Learning the notes

NUMBER OF LESSONS: 3

TIME REQUIRED FOR EACH LESSON: 15 minutes

ROOM FORMATION:

Standard band formation

REPERTOIRE:

[PRINT MUSIC] #Warm up your brain 1 by Jodie Blackshaw

Key Vocabulary Terms:

Concepts of Music	Octave	Timbre	Dynamics	Tempo	Crescendo	<i>mf</i>	<i>f</i>
Staccato	Tie & Slur	Rest	Articulation	Story Starter	Tutti	Soli	Layer-in

MATERIALS:

1. Print Music: Score & Parts
2. A pencil for every student
3. Structure cards (print 3 copies of each on different coloured paper where available)

EDUCATIONAL OBJECTIVES for #Warm UP your Brain

Ensemble:

1. Ensure the student deems *all* concepts of music relevant during the creative process through the realisation of guided, creative music making stratagems;
2. Establish personal safety amongst peers in the ensemble rehearsal space;
3. Experience small group, student-led creating and performing opportunities that are respectfully shared and celebrated by the whole ensemble.

Individual:

1. Develop self-discipline in a changeable rehearsal space;
2. Cultivate musical independence and confidence through sharing and developing ideas in a small group, as well as performing in front of peers;
3. Understand the concepts of music through performing, responding and composing.

Conductor:

1. Establish familiarity of alternate room configurations with all participants;
2. Create successful student-led learning opportunities through the provision of appropriate tools and resources;
3. Enable a successful culture of student-led learning through trust, relaxed awareness and allowing students to learn through trial and error.

SUGGESTED ACTIVE & REFLECTIVE TEACHING STRATEGIES

LESSON 1: 15 MINUTES

LEARN (Standard band formation, sitting *with* instruments)

AS AN ENSEMBLE – Conductor on the podium

- Using Call & Response, teach the following rhythmic chant two measures at a time:



Dance like there's no - one look-ing at you_ Dance like there's no one look-ing at you_



Dance Wrig - gle Jive Groove Dance like it's on - ly you

- Model change in timbre and expressive techniques using silly/high/low voices with alternate tempi/dynamics/articulation etc... *Always two measures at a time.*

WORKING IN PAIRS

Invite students to work with the person next to them:

- Say it in your own way – one 'calls' the chant *two measures at a time*, the other responds using the same inflections etc..
- Swap roles.

AS AN ENSEMBLE – Conductor on the podium

Whole ensemble say rhythmic chant in full.

- Tap rhythm on leg/chair/stand **WHILST** saying the chant.
- Tap rhythm on instrument using key clicks/valves/sticks **WHILST** saying the chant.
- Don't say the word 'Dance' (but tap it). Say all other words.
- Don't say the word 'Dance' and 'you' (but tap it). Say all other words.
- Add your own variations (consider tapping some, saying some).

WORKING IN PAIRS

Invite students to work with the person next to them:

- Make up your own rules (what words to say *or not*, when to tap, when to say etc..)
- Share your rules with another 'pair' of students nearby (they maybe behind or in front of you).

AS AN ENSEMBLE – Conductor on the podium

- Whole ensemble **TAPS** the rhythm of the chant without saying it (don't conduct).
- Whole ensemble **PLAYS** the rhythm of the chant on the tonic of Concert B flat.
- Using the scale, change note every 2 measures ascending then descending.

CONDUCTOR'S NOTE: *ONLY cue note change (single downbeat every 2 measures). No matter how tempting – do not beat time (please?). Allow the students to take care of the pulse by themselves. They can and they will if you step out of the way.*

LESSON 2: 15 MINUTES

RECALL (Standard band formation *with* instruments)

AS AN ENSEMBLE – Conductor on the podium

1. Revise rhythmic chant learned in Lesson 1.
2. Using Concert B flat scale, play the rhythm of the chant. Change note every 2 measures ascending then descending. (See Conductor's Note in previous lesson).

PLAY

1. Change notes every measure. If you have a student who is a keen kit drummer, invite them to add a standard rock beat of their choice. (Don't conduct time!). Alternatively, create your own groove using a Rock Tambourine (no skin).
2. Handout parts to #Warm UP your Brain 1 (OR have them placed in folders).
3. Review No. 2: Notes to Know.

WORKING IN PAIRS

Invite students to work with the person next to them, preferably on the same instrument, and;

1. Learn all the notes required to play the song (No. 2: Notes to Know);
2. Try and play the song together (note that the rhythm is the same as the chant).

TEACHING TIP: Remember! Students don't have to understand what each music symbol means. This is a familiarity exercise that *becomes* creative. If we get **too fussy** about the 'details', we lose the *flow* of learning and students quickly disengage. Don't labour this – let go and see what the students come up with 😊

Allowing students time to work things out for themselves is a powerful and highly under-utilised tool. **Yes** they will be chatty, **yes** it will be noisier and seem more out-of-control than what you are used to, **but** this is **HEALTHY!** You are building trust and developing self-discipline in your rehearsal space. Yay you!

AS AN ENSEMBLE – Conductor on the podium

Play the song – Introduce the concept of 'Story Starters' in your own words.

1. Invite students to number the measures of the song from 1-8. Get them to point to measure 1, then 3, then 5 then 7. This provides orientation and ownership.
2. Using call and response:
 - a. **CALL:** say the rhythm of the first measures 1-2
 - b. **RESPONSE:** have the ensemble play these measures back as written in the song
Alternatively, you can play the measures on the piano (rather than saying them).
3. Continue through the song (measures 3-4; 5-6; 7-8).
4. Extend phrase length to 4 measures i.e. measures 1-4, then 5-8.
5. When confident, invite the ensemble to play the whole chant. Use breath and eyes **ONLY** to start them off. Gradually increase tempo. Goal tempo is ♩ = 144.

WORKING IN PAIRS

Invite students to work with any person in the room and:

1. Play the song to each other;
2. Try and play their parts together
3. If you feel confidence from your students, invite pairs to share their work.