# #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	mf	f
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.

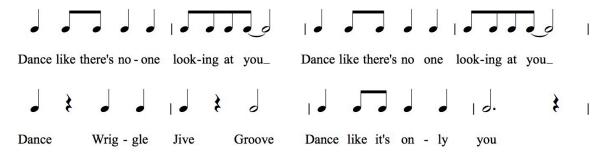
# SUGGESTED ACTIVE & REFLECTIVE TEACHING STRATEGIES

# LESSON 1: 15 MINUTES

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

#### AS AN ENSEMBLE - Conductor on the podium

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



2. 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:

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

#### AS AN ENSEMBLE - Conductor on the podium

Whole ensemble say rhythmic chant in full.

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

#### **WORKING IN PAIRS**

*Invite students to work with the person next to them:* 

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

# AS AN ENSEMBLE - Conductor on the podium

- 1. Whole ensemble TAPS the rhythm of the chant without saying it (don't conduct).
- 2. Whole ensemble PLAYS the rhythm of the chant on the tonic of Concert B flat.
- 3. 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);
- 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  $\downarrow = 144$ .

#### **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.