

1 2 3 4 5 6 7 8

✓ Circle some of the numbers above.

✓ Say 1-8, clap circled numbers only.

✓ Say 1-8, clap uncircled numbers only.

✓ Divide into 2 groups.

Count 1-8, half clap circled numbers, the other half clap uncircled numbers.

✓ Transfer to two different instrument sounds.

✓ Practice, then play it for us.

A Design for Composition

Plan a piece together. Read all the directions before you start working. Once you begin, be sure to listen, share ideas, ask questions, and encourage each other. You're in this together.

You may not talk to the teacher unless everyone in the group has a hand raised at the same time. Someone in the group probably has the answer you need. Be sure to check before you ask outside the group.

Planning

1. Using your chosen or assigned musical contrast, decide how the beginning of the piece will introduce your opposites. What sound sources might you use?
2. Plan the middle of the piece. Something needs to happen to the opposites. Will they work together? Will they argue? Will they take turns? Will one gradually turn into the other?
3. Plan the ending of the piece. There usually is a solution. Make it clever or interesting, but still connected to the piece.

Practicing

4. Now is the time to practice. Collect the sounds you need, then only use them to practice this piece. Time is limited, so work quickly. If you are finished before the time limit, think about how you will perform the piece. Standing? Sitting? In a row or circle? Will there be any movement?

Performing

5. Perform the piece for the class. We will try to figure out your musical concept by listening.

Evaluating

6. How well did your group do? Discuss:
 - Whether your piece met the requirements set in the directions.
 - Things you liked about your piece.
 - What could have been better or different?
 - What made your group work well?
 - What could you do better next time?

Exploring Line in Three Dimensions

Task:

- ✓ Create a three-dimensional wire or wikki stix representation of the head of someone in the room.
- ✓ Consider the dimensions of height, width, and depth as you work.

Exploring Shape through Negative Space

Task:

- ✓ Place two or three chairs on a table in different positions, at different angles.
- ✓ Choose one of the chairs.
- ✓ Recreate it using torn newspaper to show the negative spaces.

Exploring Value Through a Window

- ✓ Find a shiny object that is large and has interesting shapes. Place it on display.
- ✓ Use a blank stiff sheet of paper with a 1" square hole cut in the center. At arm's length, search the displayed object until you find a visually interesting part.
- ✓ Using different number pencils (soft to hard, dark to light), create a drawing of your chosen part which fills the whole page.

Verbs and Adverbs

1. Make a list of action words suggested by students. Be sure to include locomotor, non-locomotor, and gesture words.
2. In another color, create a list of -ly words (select those that are adverbs, such as “happily,” “lazily,” and “energetically,” rather than “friendly.”)
3. Have students try out several combinations of one verb and one adverb, until they find three that they like.
4. Each share the three movements with a partner, having the partner guess what combination they are doing.
5. Have the pair create a movement phrase or sentence using some of the six movements they have shared.
6. Join with another pair, share their movements, and combine those that are most interesting into a movement phrase or sentence.
7. Optional: Join with another foursome to create a movement piece using the best ideas from both groups.
8. Share the products at whatever stage seems appropriate.