

2024 Dennis, Wiles "Rhythm Revolution"



Warm-Up

Source- Rhythmische Übung- Pg. 22 No. 76



<u>Text</u>

"Welcome to our ses-sion,
Rhythm Revo-lu-tion,
QuaverMusic has so much in store for you, so
Let's dive in!"

Body Percussion

St CI St CI St Sn St CI St CI St Sn PPPP PPPP PCI CI CI CI St St Z

Notes			

Session Objectives

- → Experience rhythmic literacy through unique movement opportunities
- → Identify scaffolding techniques for instrument playing
- **Explore student tools to facilitate composition and improvisation**



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"Celebrate"

Source-QuaverMusic

Introduce the Song

- Teach A section movements using echo imitation.
- Perform with the accompaniment.
- Identify the A section by performing the movements each time it occurs.
 - Use locomotor movement around the room for the rest of the song.
- Identify the form.

→ Explore Body Percussion

- Introduce the B, C and D sections with speech.
- Introduce the B section notation. Model appropriate body percussion to match the notation.
- In small groups, create body percussion to perform for the C and D sections (you can opt to change B section movements as well).
- Perform the B, C, and D sections.

Create with Instruments

- Transfer speech parts to non-pitched percussion instruments.
- Refer to the original form, and perform the full song with instruments and movement.

Performance Video



Full Score



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"Why in the Sky"

Source-QuaverMusic

Lyrics:

Clouds go by all day long up in the sky. Clouds go by all day long; I wonder why. Look up, look up - clouds in the sky. Look up, look up - I wonder why.



→ Introduce the Song

- Sing "Why in the Sky" and ask participants what they notice about the song.
- Show "Changing Weather" prompts. Invite participants to move freely in the space based on the weather prompts.
- Ask participants what they noticed about the feel or meter of the song.
- Display "3/4 Meter" interactive screen. Allow participant volunteers to click on the sun icons to select body percussion movements. Press the play button and perform the movements with the song, switching movements throughout.
- Teach the song to participants using echo imitation.

Teach the Arrangement

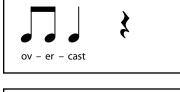
- Using text and body percussion, model the following parts:
 - Bass Xylophone All day long the clouds drift down, All day long the clouds drift up, All day long the clouds drift down.
 - Alto Metallophone Clouds move, sun shines.
 - Soprano Xylophone Rainy day.... Go away!
 - Cabasa (Rest) Look up high!
- Transfer body percussion parts to instruments.

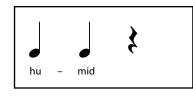
Create Movement

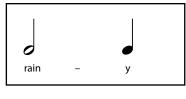
- Group participants in small groups.
- Using ideas from "3/4 Meter" and "Changing Weather", groups create a movement to accompany the song.
- Perform the song with movement and instrument arrangement.

Compose B Section

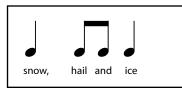
- Introduce the rhythmic building blocks in 3/4 meter.
- Speak some of the building blocks, inviting participants to echo
- Using building blocks, participants create 4-measure phrases
- Create a rondo form using A section arrangement and movement and B section compositions.

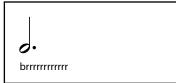












"Why in the Sky" Orff Arrangement



Notes

3/4 Meter Activity



Changing Weather Activity



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