

2024 Dennis, Wiles “Rhythm Revolution”

Warm-Up

Source- Rhythmische Übung- Pg. 22 No. 76



Text

“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 Cl St Cl St Sn
St Cl St Cl St Sn
P P P P P P P P P C I C I C I
Cl 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



“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



Notes

“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 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.

ov - er - cast

hu - mid

rain - y

thun - der - storm

snow, hail and ice

brrrrrrrrrr

