

Artie's Prep Talk – Session #4 – Movin' & Groovin'

Welcome back, everyone! Remember that the script for this "Prep Talk" is available for you to download . . . since by this time of the day, you are probably in "Information Overload!"

During my MOVIN & GROOVIN session I am going to be taking you on a visit inside my Bear Lake music room to see a couple of videos of my little bear cubs doing lessons from my resource book: *Parachutes, Ribbons and Scarves, Oh My!* These videos were shot in December of 2010 and a number of these children have now graduated from college! It brought tears to my eyes when I revisited these videos in preparation for this clinic. Those kiddos are so stinkin' cute and they are giving the lessons their "all". And some of them love the camera!

One of my main goals is to deliver heavily academic lessons, but in childlike, joyful ways Because *Where There's Passion there's Retention*. Guided listening lessons help grow young **music analysts** by developing critical listeners who have been exposed to a wide variety of complex music, that - in all likelihood - they would not have discovered on their own. They learn to notice musical details and can describe them with appropriate music vocabulary.

My goal for each lesson is for students to sing, move, play, listen and create, embedding my music theory within those avenues. However, when I was a young teacher introducing **movement** lessons, I often had to deal with a number of behavior problems. I found that the power of a prop is not to be underestimated! For shy children, they focus on the prop and forget to be worried, and for the easily-distracted students, the props gave me 10-12 minutes of focused teaching time. The lessons from the book utilize parachutes, ribbons, scarves, cups, plates, flags, non-pitched percussion, stick horses and more.

1. The first video you'll see is Leroy Anderson's ***SYNCOATED CLOCK***, activated with scarves. The goals are to contrast Staccato and Legato, to focus on Rondo Form, and to review the term CODA. Our scarf folding music at the end of the piece is *Forgotten Dreams* by Leroy Anderson. There is black paper covering the music room windows because it was December and in our music classes we were flashlight-painting to the Nutcracker March.

Last spring many teachers told me they presented The Syncopated Clock lesson while they were teaching online, and some of their scarf substitutions included a kitchen towel, a t-shirt or clean pair of undies. Ha! I guess they float well.

2. The second lesson segment today is a body percussion piece called ***THE LONG-LEGGED SAILOR***. This is done as a partner game, but in your socially-distanced classroom, all students can just face forward. If the children are distance learning at home, they can use a stuffed toy for a partner, or a family member! When you review the lesson in the future, encourage the children to suggest new replacement words for "sailor" such as a food, animal, body part (be careful!) or household items.

3. Lesson 3 is called ***SEVEN STEPS*** and it provides a nice opportunity for solo-singing in a fun, non-threatening way. You can also do an informal assessment of pitch-matching. I run this lesson for 2 or 3 lessons in a row to give lots of turns. Be sure to insist on only safe moves . . . no acrobatics or aerial maneuvers.

4. This movement lesson, **THE STATUES GAME**, is designed to provide students with an opportunity to move creatively to the steady beat and a large variety of rhythmic patterns. When I presented this in Chicago in 2016 I used individual Statue Cards but I have now consolidated all the statue pictures into a PPT presentation. Hopefully at school you can find a nice large space (perhaps outside) to do this lesson, with children being safely distanced from one another, although you probably will not be able to use the 2 and 3 person poses. Extensions could include a student playing the rhythm patterns for movement, and a group of student leaders creating new body poses for the class to copy. If you are teaching online, you could use two bucket drums or wooden objects to substitute for temple blocks and children could use stuffed toys, or family members, for the extra people.

5. **TREPAK, FROM THE NUTCRACKER: PARACHUTE LESSON.** This lesson is from the *Parachutes, Ribbons and Scarves, Oh My!* resource book. Students like this energetic piece of music and always want to “Do it again!” This lesson will probably need to be held in reserve until it is safe to use a parachute with a class. Although, if you have a small number of students do the parachute routine, perhaps with face coverings, while others play rhythm instruments, it might be acceptable. The little guy in green & white in this video was Valedictorian at his high school (student population 4000+) last year. How time flies!

6. **WHO LET THE DOGS OUT: PLASTIC PLATES.** This lesson can be taught in a classroom or online. If taught online, hopefully the students have paper plates in their homes, although plastic are even better for sound, if they are available. I use 8” plastic plates and put doggie clip art pics on each one. I roll a large piece of tape to attach the doggie clip art. If the plate breaks from repeated use, you can easily remove the picture to transfer to a new plate. If using paper plates at home the children could draw their own doggy pics on the plates. In the classroom we “adopt two doggies” from the stacks of plates and learn the routine. A number of teachers I know have used this routine in an onstage presentation, which would be lots of fun for the students and their parents. You could ask the audience members to bring a bag of dog food or treats to the concert, to be donated to the local animal shelter.

7. My students had a lot of fun with the next piece- called STAND UP! which is brought to us by Paul & Teresa Jennings - the good folks at musick8.com, where it is available as a single song download. I taught this in 3rd, 4th and 5th grade classes with the PPT and the children wanted to do it in one of their concerts, inviting the parents to do the motions with them in a second performance of the piece. The video is not the best to see what’s going on, but hopefully I can clarify things for you. I taught the piece in class with the PPT and the students memorized it quickly. Our performing ensemble “The Bear Lake Sound” put it in the concert and we made large signs on handles (paint stirrers free from Home Depot) for the time the parents would join in. Children sang the song, which repeats, and did the motions on the risers. 16 sign holders were out front with the movement words showing to the parents. As the children performed the piece the sign holders held their card up on their turns and danced during the Introduction and Interlude. Then the ensemble pointed at the audience and shouted out “And now . . . it’s YOUR turn!” The parents were hilarious trying to do the moves! And a good time was had by all. I hope the video is clear enough for you to discern the movements, even though not many of the teachers can be seen.

8. My students really enjoyed the Super Stretchy routine to LA RASPA and I hope yours will as well. The recording is excellent because it features an EXTENDED rondo and repeats back and forth between the brass and the string sections of the Mariachi band. You might be surprised at the instrument our percussion section is using, if you haven't seen POP TOOBS before. I had these for years and they were useless, until I thought to put one on a drumstick, which then made it controllable and able to perform rhythm patterns. In this piece the Pop Toobs play the beat on each Refrain. I get my Pop Toobs at westmusic.com.

9. The final activity I chose for you today is a really fun lesson using TREPAK from the Nutcracker. It was designed by a dear friend of mine, who was my very first senior intern. We did it in class and then used it onstage in a concert, under blacklight! The "ocean" and fish that you see in the video are the ones I used in the classroom. For the stage we had a huge, long ocean on black paper with sealife done in fluorescent paint. And the fluorescent fish were very large and mounted on yardsticks. I didn't have much time to teach the A section, so it's not a perfect performance, but you can certainly use it as a jumping off spot for your own lessons! ☺