

Jump Aboard the Creativity Train:

Tracks to Creativity and Composition in the Elementary Music Classroom

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LETTERS AND SHAPES

Learning Goals:

- FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria.
- FA 5.4.1.c Present an improvisation, arrangement, or composition. Identify the use of selected elements of music.
- FA 5.4.3.b Identify and describe how elements of music are used by a performer or creator.

Activities to Try Prior to Letters and Shapes:

- Statues
 - ◆ Game Plan Stick Figure Cards
 - ◆ Freeze Dance Pose Cards (Teachers Pay Teachers)



Lesson Sequence

- Day 1
 - ◆ Explore creating letters independently using body shapes.
- Day 2
 - ◆ Explore creating letters again, this time with a partner.
 - ◆ How can you and your partner use body shape to create a letter **together**? Encourage students to explore different levels (high, middle, and low).
- Day 3
 - ◆ With your partner, select a letter and decide whether you want to use the uppercase or lowercase version of that letter. Give students time to brainstorm how to create this letter with their partner. Again, ask students to consider different levels.
- Day 4
 - ◆ Give students time to review their letter and shape with their partner.
 - ◆ When groups are ready, have half of the class create their letter and hold, while the other half walks around the room and observes. Switch jobs and when finished, discuss with students what they saw. (I Notice, I Value, I Wonder)
- Day 5
 - ◆ Tell students they are going to now find a way to make their letter move!
 - ◆ The letter they have created will be their 'final pose', now they need to brainstorm a way to get into that final pose. As students explore creating this transition, have them consider:
 - Speed (Fast, Medium, Slow) - Direction (Forwards, Backwards, Right, Left, Up, Down) - Levels (High, Middle, Low)

→ Day 6

- ◆ Give students additional time to work.

→ Day 7

- ◆ Have students review their movement and letter.
- ◆ Share with the class, one group at a time.
- ◆ After each group performs, have the class identify the following:
 - Letter – Speed – Direction(s) – Level(s)
- ◆ If possible, give all students time at the end of the sharing to discuss any feedback that was given or changes they want to make.

→ Day 8

- ◆ Performance day! Brainstorm how students would like to perform their class movement composition and share all of their letters. Remind them of the recording, *Popcorn* (or whatever song you used), that they initially used to explore the letters.
- ◆ Possible ideas may include:
 - Presenting in alphabetical order – Creating an ‘alphabet soup’ – Spelling out words
- ◆ Practice their idea(s) as a group. Perform and record! Share with the classroom teacher or parents along with a brief description of the activity.

THE DONUT CHEF

Learning Goals:

- FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music. (Do, mi, so, la is the focus of this lesson.)
- FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria.
- FA 5.4.1.c Present an improvisation, arrangement, or composition.



Lesson Sequence

→ Day 1

- ◆ Read book, singing *The Donut Chef* melody as a page turn melody.
- ◆ After reading the book, sing the song together as a class.
- ◆ Teach the BX ostinato using text and alternating pats.

→ Day 2

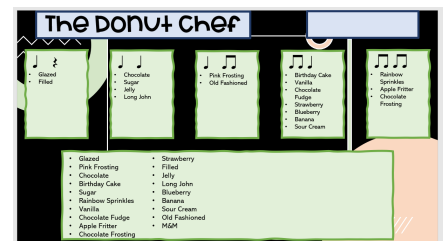
- ◆ Review the song with the BX ostinato. Transfer ostinato to mallet instruments.

→ Day 3

- ◆ Brainstorm donut list. Teacher writes down class ideas.

→ Day 4

- ◆ Organize donut list into rhythmic building blocks.



- Day 5
 - ◆ Review *The Donut Chef* melody. Learn glockenspiel ostinato with text and snaps.
 - ◆ Transfer to instruments and practice. Combine BX and glockenspiel!
- Day 6
 - ◆ Learn melodic ostinato, first singing and then learning on instruments.
- Day 7
 - ◆ With partners, choose 4 donuts from the list and write them in the 'donut box'.
- Day 8
 - ◆ Practice speaking donut word chain with partners. Share them with the class!
 - ◆ After everyone shares, practice having all the groups chant their donut word chain at the same time.
 - ◆ Next, have partners move to the instruments (with their donut box to refer to). Set up in C pentatonic.
 - ◆ Have the groups play their donut word chain rhythm on an individual note given by the teacher, all groups playing at the same time. Practice doing this on all 5 pitches.
- Day 9
 - ◆ Groups will move to an instrument (in C pentatonic) together with their donut box.
 - ◆ Groups will decide on one note to play per donut, writing the note they decide underneath each donut. Practice playing and saying their word chain.
- Day 10
 - ◆ Review *The Donut Chef* melody with all three ostinatos, putting all parts together.
- Day 11
 - ◆ Performance day! Share donut word chain compositions by playing the song in rondo form. A = *The Donut Chef* instrument arrangement, B/C/D = 2 or 3 groups sharing their donut word chains and melodies.
 - ◆ Record and share with the classroom teacher or parents along with an explanation of the activity!

The Donut Chef

Music for Children Vol. 1, pg 91 #2

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Orff/Keetman

K. McBee

$\text{♩} = 80$

Voice/Melody
Che-rry frost-ed lem-on bar, goo-ey co-coa - moch-a silk!

Glockenspiel
Yum,yum, yum, eat! Yum,yum, yum, eat!

Xylophone
Do-nut, do-nut shop. Do-nut, do-nut shop.

Bass Xylophone
Meet the two new do - nut chefs.

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Vo./Mel.
Whip it up and make it hot, I like do-nuts quite a lot!

Glk.
Yum,yum, yum, eat! Yum,yum yum, eat!

Xyl.
Do - nut, do - nut shop. Do - nut, do - nut shop.

BX
Meet the two new do - nut chefs.