

CREATE AND COLLABORATE

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Thursday January 10, 2019 3-4pm

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1. Rhythm Warm Ups

- Line up 4 or 8 students in front of the class, each student holding one rhythm card. Card suggestions: quarter note, two eighth notes, quarter rest, four 16th notes, etc. Ask one student to stand to the side of the line.
- Class claps the pattern presented in the lines two times. Then, the extra student is asked to switch with someone else. Switch to vocal sounds, other body percussion, etc.
- Extension: add a first and second ending; create a 4 beat ostinato on the right side using four students; add a call and response.

2. Rhythm Pizza by Chris Judah-Lauder

Source: Games, Groups & Gems ©2017 Heritage Music Press
Songs and activities for grades K-6. Book includes a PPT with process sequence for most songs.

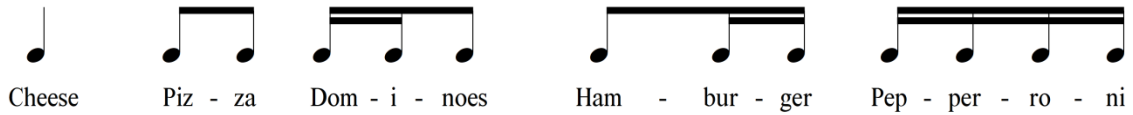
Level: Grades 5–6 or could easily be simplified for grades 3rd and 4th.

Focus: Rhythm: Quarter notes, eighth notes, sixteenth notes, and eighth and sixteenth combinations

Process

- **Anticipatory setting:** Teacher begins a discussion about pizza and prompts students by asking a variety of questions, like, “What kind of pizza do you like?”, “What is your favorite topping?”, “Does anybody like pepperoni on their pizza?”, and “Where do you buy your pizza?”
- **As students give answers,** list the following words on the board: pizza, cheese, Domino's, hamburger, and pepperoni.

- **Relate words to rhythmic values** by explaining that each of these words represents a distinct rhythm. Incorrectly place the individual rhythm cards in front of a note value and ask a student to go to the board and place the correct rhythm next to the word it represents. It may take a few times to get it correct.



- **Imitation and Exploration:** Teacher speaks a variety of combinations out loud. Students imitate teacher while teacher points to a card, like: “pizza, pizza, pizza, cheese” or “dominoes, dominoes, pepperoni, cheese”.
- **Students are asked to pat the beat** and speak a variety of combinations. (Optional) Transfer the combinations to drums.
- **Identify the Notes:** Ask students if they can guess the note values of each word. Each word is worth one total count.
- **Explain how sixteenth and eighth notes are connected.** Point out the use of single bar lines for eighth notes and double bar lines for sixteenth notes. Review the note values.

Group Project

- Arrange the students into groups of five or six.
- Ask students to create an eight-count composition. Four counts for younger students.
- Give the students these guidelines:
 - 4/4Meter
 - Use at least four of the note values listed above.
 - Be prepared to repeat your ostinato twice.
 - Options for performing to be selected by the teacher: perform vocally (sung, spoken, nonsense syllables, etc.), use body percussion, use unpitched percussion, use barred instruments set up in a pentatonic scale, use any combination of two of the above ideas, and create an intro and coda if time.
- Practice, share, and give feedback using: I value. I noticed. I wonder.

Extension

Combine the groups’ ostinati to create a final form such as ABACADA, and so on. With this form, one group is identified as the A section.