

ST MARY'S TEACHING NOTES (FOR 3/11/15)

KEY:
TOPIC/STRUCTURE
EXERCISE
READING
M = Metronome
F = Flipchart
P = Prop/Instrument

SESSION 1: 165 mins

Intros and one thing you'd like to get from the session: (10)

Rhythm/Timing: (70)

1. NOTICING (5)

Walking around the room, discovering the space - When I say **STOP** what do you notice?
Introduce a scale of 1-10 (1 = crawling, 10 = running) into...

2. STOP, GO, CLICK, CLAP (10) M (100, 140, 180)

Walking around the space, still playing with the 1-10 scale.

Introduce STOP and GO and then CLICK and CLAP.

At some point reverse these directions. Now 'STOP' means 'GO' and 'CLICK' means 'CLAP'.

[Development: introduce more directions...e.g 'JUMP' and 'POP']

Introduce the **metronome** and have them walking in time to different tempo's

3. TENNIS BALLS (10) M (90?) F P (Tennis Balls)

Draw out on the Flipchart 'one bar' explain crotchets etc...

Begin walking in time with the metronome again.

Bounce ball on 1...Stop.

Find a partner:

One ball, pass between you 4 times (on 1).

One ball, pass between you 4 times (on 1 and 3)

One ball, pass between you 4 times (on 1, 2, 3, 4)

Make a Four (Visual Aid):

One ball, pass to your left 4 times (on 1 and 3)

One ball, pass in front of you (on 1 and 3 + 2 and 4)

Three balls, pass between you (on 1,2,3 CLAP)

4. Four's, Five's, Sixes (10) M

Stamping/Walking game. Firstly, everyone walks (in time with the metronome) to the beat of 4. The first beat of every bar is accented by an inward step and a louder stamp (1 2 3 4). Once this has been mastered, do the same thing with 5 (1 2 3 4 5). Split the group into 2 halves and put the 4's against the 5's. The new composition ends when the group make the same inward step in the music. Next, do this with 6 (1 2 3 4 5 6) and split the group into three. Again the piece finished when everyone steps in at the same time.

[Development - add claps on beat 2]

5. Hands + Feet and compositions (10 + 15 = 25) M

Learn a basic hands and feet rhythm which includes clicks, claps, body slaps and stamps (10)

Walk around the room doing it!

Take out the claps

Take out the stamps

Take out the clicks

Take out the body slaps

Composition task (16 bars) (10)

4 Bars main H+F groove

4 Bars made up

4 Bars main groove

4 Bars made up w/ending

[Development - add in a curve ball/new rule halfway through the devising ex!]

Showback (5)

Gather into a circle...John Cage communication reading. Discuss (10)

EXTRAS:

Walking in time to Eight Beats (could be expanded)

Juggling Balls timing thing

Stamp, Clap, Wiggle

Rhythm Machine

Stomp Comp

BREAK: (10 mins)

Listening, Seeing, Scoring: (60)

GUESSING THE SOUND (12) P (Instruments//Pen and Paper//Lucky dip hat)

Twelve chairs are lined up at one end of the room facing the wall and each member of the class sits on one. Each member of the class takes it in turns to come up and 'sound' an instrument (for 45 seconds) whilst the others blindly respond, writing whatever thoughts come into their minds. When the time is up they can guess what the sound was.

Feedback/Thoughts (5).

Gather into a circle...Tom Philips, Graphic Scores reading. Discuss. (10)

SCORING MUSIC (IN THE DARK?) (30) P (Laptop and tunes//Pens and Paper/ MANUSCRIPT PAPER)

Find a space on the floor, close your eyes and listen to a piece of music. Notice what images, shapes, words, thoughts, emotions come into your head and how they are shaped by the sounds you're hearing (10)

(Feedback - what musical devices/techniques triggered these thoughts? - write down on a flipchart)

Different piece of music - draw the score/what you think the music sounds like on a piece of manuscript paper (free drawing - the crazier the better...not about skill!) (7).

Different piece of music, this time, free writing (7).

Feedback/Thoughts (5)

EXTRAS:

BLINDFOLDED AND LED BY SOUND (15) P (Blindfolds//Instruments)

Partner work. A's and B's...A is blindfolded and B leads A around the room only using the sound of their instrument. Play with height, tempo, pitch etc. Call and response. Take care not to bump into each other. Switch around so both groups get a go.

Gather into a circle - John Cage, Future of Music reading: Discuss (10)

Outro: One thing you enjoyed about the session, one thing that you found difficult and one thing you learnt (5/10)

Homework - develop your scores. Combine them? Add instrumentation? Re-draw them? Add some body percussion? Record them? Change and develop them into something sonic to be shared at the beginning of next week's session.

Homework - John Cage Future of Music reading (if you didn't manage to cover it in session)