

More Music Activities for the Whole Class

A Collection of Music Games and Activities

Compiler: Julie Eisenhauer
Book Design: Jeff Richards

ELE90/109802

ISBN: 978-0-7877-2096-4

Release Date 2015

Copyright © 2014 Lorenz Educational Press, a Lorenz company.

P. O. Box 802

Dayton, OH 45401-0802

www.LorenzEducationalPress.com

All rights reserved.

The pages in this packet were originally published in
Classroom Music Games and Activities, (ELE90/1098).

Permission to print or photocopy the student activities in this book is hereby granted to one teacher as part of the purchase price. This permission may only be used to provide copies for this teacher's specific classroom setting. This permission may not be transferred, sold, or given to any additional or subsequent user of this product. Thank you for respecting copyright laws.



Lorenz Educational Press
Milliken Publishing Company
Teaching and Learning Company
Show What You Know® Publishing
LEP interactive

Follow the Conductor

Begin the activity by defining and discussing the role of the conductor. A conductor is the leader of an orchestra or band. He or she helps all the musicians not only stay together and play on the same beat, but the conductor also leads the musicians to play with the same musical expressions.

Ask your students if they've ever seen a conductor conduct before. You may want to find a clip of a conductor, such as Gustavo Dudamel, in action and show it to the class. What did they notice?

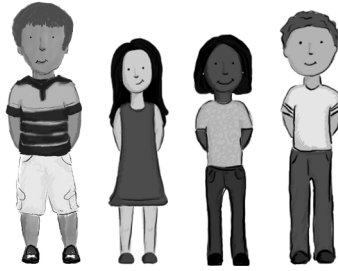
The conductor uses his or her hands, arms, whole body, and even facial expressions to convey to the orchestra how a piece should be played. Sometimes the conductor uses a baton. He or she cues the orchestra when to come in, how fast or slow to play, how softly or loudly to play, when to slow down a little, when to speed up, or when to cut off (stop playing). Their gestures can also convey to the orchestra how to create a certain musical mood with their playing—perhaps dreamy, perhaps exciting, perhaps playful and a little silly.

Using the song "Row, Row, Row Your Boat," guide the students through this introduction to conducting:

1. First, have the entire class sing the song together. As they sing the song, conduct them at a familiar and moderate speed.
2. Now tell the class to watch you very closely. They need to become the "orchestra" as you conduct them in a very slow version of the song. Tell them to picture themselves trying to row a small boat against a very strong current. Just as the boat would move slowly against the current, the song will move slowly as well. As they sing, conduct the piece very slowly and broadly.
3. Have them watch you again as you conduct the piece at a very fast, but still singable tempo. This time they can imagine themselves guiding a speed boat in a race and winning first place.
4. Now they must watch you even more closely because the boat will vary in speed throughout the song. Conduct the piece, speeding up and slowing down as you go.
5. Ask for a student volunteer to conduct the class. Whisper to him or her the "Top-Secret Musical Instructions." Tell the student to conduct the piece so that their performance will be very quiet and steady and see if the class can follow their gestures. Ask for additional volunteers and have them conduct the song with long pauses between each phrase.

Students may also create and conduct their own musical version of the song or choose another familiar tune to test their conducting skills with the class.

What's the Order?



Divide the class into groups of four to eight students. Have each group create a rhythm using notes and rests that they have already learned. These could include, but are not limited to, the following:



The rhythms should use the same number of symbols as students in a group. Once a rhythm has been created, each symbol should be written on a separate piece of paper.

Select one group to begin the game. Have each student hold one of the group's symbols and line up next to each other at the front of the room in the order of their rhythm.

Give the rest of the class a few seconds to study the order in which the group has lined up. Then, have the class clap the rhythm together.

Now, have the selected group go out into the hallway and rearrange the order in which they are standing. When the group is ready, bring them back into the classroom. Have the rest of the students try to put the group back in its original order using musical vocabulary words. Encourage the students to raise their hands, and select one student to give a direction:

"The quarter note should be before the whole note."

"The quarter rest should be last."

Note: If some of the symbols are used more than once, only the symbols need to be in the correct order, not the people holding the symbols.

After the correct rhythm has been restored, allow one member of the first group to choose the next group to line up.

To make this activity more challenging, when the group goes into the hallway, have them trade symbols rather than just rearrange themselves. This way, the students have to pay attention to the order of the notes and rests rather than the people.

Music Mind Benders

Easy



Getting your students excited about class can be a difficult task. How do you motivate them to buckle down and focus on the daily activities? Begin the class or rehearsal with a brain-stretching logic puzzle or wheel-turning brainteaser. Solve the problem as a whole class, allowing students to provide ideas and work out the problems together.

There are three pages with mind benders. The first page is the easy level, the second page is the medium level, and the third page is the hard level. Answers are provided at the back of the book, but let your students be creative; they may find other answers that work.

1. I occur once in an orchestra, twice in a jazz band, and never in a woodwind quintet. What am I?
2. Rearrange the letters in **WONDROUS MICE** to make one music word.
3. If it takes one flute player seven minutes to play a particular piece of music, how long will it take 10 flute players to play the same piece of music?
4. Elizabeth watched the man in front of her intently. The man was holding a long stick and was waving it around. Elizabeth herself was holding two sticks, both of which were bigger than the one being waved at her by the man. Yet Elizabeth followed the man's every direction, not daring to disobey him. Who was this man?
5. Andy was competing in a guitar-playing contest against several other students from schools around the state. On his turn, he stepped up to the microphone and played a short, fast rock-and-roll piece. The judges gave him a score that put him in third place. On his next turn, Andy played a smooth jazz piece that wowed the judges. His new score allowed him to overtake the guitarist in second place. In what place was Andy now in?