

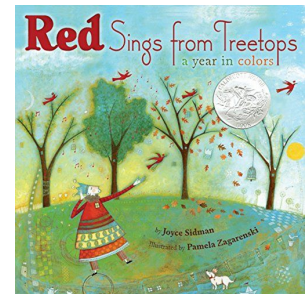
COLORS SPRINGING, VOICES RINGING

DRUE M. BULLINGTON

Conestoga Valley School District, Lancaster, PA ~ American Center for Elemental Music and Movement

www.acemm.us

This lesson sequence is based around children's literature and creativity that stems from the beautiful picture book, ***Red Sings from Treetops***, by Joyce Sidman, illustrated by Pamela Zagarenski. ISBN# 978-0547014944



The lesson will use a process in which **important nouns, verbs, and descriptive language** are chosen and used as a springboard for individual and group creativity. A canon will serve as a unifying piece of music and a music literacy component will take shape as this piece of music comes to life slowly through solfege.

We will explore components of **folk dance** through the [New England Dancing Masters](#) version of "[Sweets of May](#)," found in [Chimes of Dunkirk](#) (an invaluable resource) and use these figures to **create our own adaptation of this folk dance**. We'll go one step further and create a new elemental composition of instrumental music to be played on **Orff Instruments** which includes ideas generated from exploring the the magical poetry of the children's book. The final product will even include **exploratory improvisations!** The culmination will become a brand-new piece premiered at our workshop!

The power of Orff Schulwerk comes from unlocking the potential for creativity and awakening the endless possibilities of **Music by Children!!**

[Google Slide Presentation](#) ← Link

~ Lesson Process ~

A STORY

1. Read the story
2. Read the story and move the verbs
3. Read the Story adding vocal and/or body percussion sounds to keywords.
4. Read the story adding unpitched percussion sounds to keywords
5. Dance the story to the music of "Sweets of May."

A CANON

6. An entre to the "Seasons Canon" with solfege.

a. Singing patterns - echo, on Body Scale:

- i. *s s l s*
- ii. *s s l d' s*
- iii. *m r d,*
- iv. *m r m s m r d*

b. Read

- i. *s s l d s*
- ii. *m r m m s m r d.*

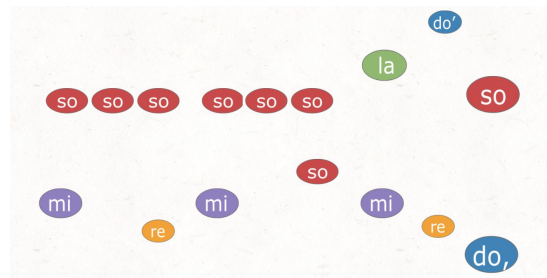
c. Add the text to melody.

d. Create a standing circle.

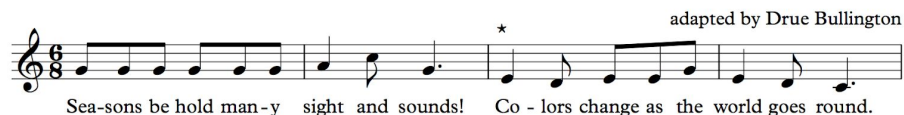
e. Sing through twice.

f. Divide the circle.

g. Sing in Canon Form: Unison, 1st Entry, 2nd Entry, Repeat. 1st Hold last note, while 2nds finish last phrase. Cut off together.



Seasons Canon



© 2018

A DANCE

7. The "Sweets of May"

Dance -

a. Half the circle follows teacher skipping into a longways set - speaking "Follow the leader away we go, and then we follow 'em | yo ho: *second ending* home||"

b. Other half follows the teacher skipping into a longways set.

c. Try this with new leaders.

d. Cast off demonstrated slowly, then to tempo

e. Last section-- claps and two hand turns.

SWEETS OF MAY DANCE DIRECTIONS	
A	Follow the leader, away we go! Then we follow 'em, Whoa-o! Home!
B	Casting off, away we go! Look for your friend and partner-o! Through and head for your home!
C	Clap-2, Stamp-2, Clap-2, Stamp-2 Two-hands round!

MOVEMENT/ SPEECH EXPLORATION - DESCRIPTIVE LANGUAGE

8. Word Floor
 - a. Spread the word floor patterns out and have learners explore the word patterns through movement and "acting them out."
 - b. Accompany all of this with the hand drum in 6/8 meter.
 - c. Travel with a partner, speaking the text lightly, acting it out at the same time. Consider Mirroring and shadowing or echoing- one is the leader, the other copies.

COALESCING CREATIVITY - REIMAGINING THE FOLK DANCE

9. Reimagine the Dance to the "The Sweet Colors of Spring" Dance
 - a. Have learners stand near their "favorite" patterns on the floor. Choose 4 good choices based on the group's preferences and teacher insights.
 - b. Keeping the Follow the Leader part and the "Claps and Stamps" part.
 - i. Follow the leader could be Statue while other partner travels and returns home-- no longer a need for a longways set.
 - c. Revise the b section to include "favorites" from the group movement exploration.
 - d. Now there are newly created movement sections. Practice these, use a hand drum.

COALESCING CREATIVITY - IMPROVISING AND COMPOSING WITHIN A CONTEXT

10. Move to barred instruments.
 - a. As a group use the specific building blocks that were out for exploration, review the ones in particular that were used for the new B section of the dance.



A		a		b (1st ending)		b' (2nd ending)	
Follow the leader	a	Way we go and	Then we follow 'em	1 Yo Ho!	:	2 Home.	2 x

B		a		b (1st ending)		b' (2nd ending)	
					:		2 x

C		a		b (1st ending)		b' (2nd ending)	
St Cl	St Cl	St Cl	Cl	Two hand turn	:	→	→ 2 x

- b. As a group, create a rhythmic question and answer with an adjusted second answer for the 2nd line.
- c. Speak the whole composition.
- d. Play the top line all on a G and end the repeat on a C
- e. Play the third line on high and low neighbor tones to match the BP, *improvise* and end on G in first answer, and end on C, in the repeat.
- f. Explore to create melodies for the 2nd phrase.
- g. Play the first line, improvise the second line, and play the last line.
- h. Write the 2nd line based on group suggestions, practice it.
- i. Play the whole composition
- j. Add a simple drone and a simple percussion part (improvised)

SWEET COLORS OF SPRINGTIME DANCE MUSIC

	a	b (1st ending)	b' (2nd ending)
A	Follow the leader, away we go!	Then we follow 'em, <i>Whoa- o!</i>	Home!
	G G G G G G		C,
B			C,
C	 High notes, low notes	 High notes, low notes	Improvise : Make it up, & end on G repeat end on C,

CREATIVE CULMINATION - MUSIC + MOVEMENT

11. Divide the group to dancers and players. . . partners with partners
12. Play the music 3-4 times while the dancers move, then switch.

SYNTHESIS

13. Debrief together on the process.

EXTENSIONS:

Extension: With selected patterns, share prepared composition cards that allow students to explore and create brand new pieces of music through building block patterns.

Further Extension: Imagine a parallel to seasonal works by Vivaldi and Haydn. The book could serve as the guide for several classes to work on different seasons. The canon could serve as the unifying element of a Rondo. There is a lot of room for abstract and concrete interpretations.

Link to Google Drive with presentation and printable cards: <https://tinyurl.com/yc3fy6uk>