

Gravity

Objectives

Experience a round teaching process that makes singing in canon accessible for students.

Explore macro, micro (and nano) beats through speech, movement and song.

Connect Laban efforts to the physics of space.

Expand a round and complementary melodic ostinati into a performance piece through movement and pitched percussion.

Materials

Barred Percussion

Tick-tock block, agogo bells or temple blocks

Slides of the words/music

Bean bag ball / poi spinner ribbons

Rubber bands

Process

“Gravity”

Gra-vi-ty pulls me to your light or-bi-ting end-less-ly through the night. See my gen-tle glo-wing hue, all il-lu-mi-na-tion comes from you.

- In a scattered group, facing the presenter, demonstrate a round singing process
 - Additive process for learning the song phrase-by-phrase
 - Class sings independently
 - Teacher sings the song quietly in canon
 - Teacher chooses two volunteer to sing “on the teacher’s team”
 - Volunteers become co-leaders of the group as the teacher is once again singing alone, but this time, stronger.
 - Volunteers separate and each leads a group with the teacher leading the 3rd group
 - Ostinato added on AG/SG

AG/SG
(Voice*)

Fly to the sun. Fly to the moon.

“Engines”

The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the melody for the first line of lyrics: "En - gines push the a - po - gee they're bur - ning with fe - ro - ci - ty." The second staff contains the melody for the second line: "Put us on tra - jec - to - ry to reach es - cape ve - lo - ci - ty. The". The second staff begins with a triplet of eighth notes and ends with a half note. The lyrics are written below the notes.

- Whole group reads/speaks the words of “Engines push the apogee...” in their own time/tempo.
- Demonstrate concepts of:
 - o Apogee (with bean bag ball and poi spinner ribbons from IKEA)
 - o Trajectory with bean bag ball and poi ribbons
 - o Escape velocity with rubber bands (and gloves)
- Speak the words again, but with a pulse played on temple blocks / tick-tock block or agogo bells with unspecified rhythmic context
 - o Repeat, speaking at a macro beat with the pulse
 - o Repeat, at a micro beat
 - o What would a nano beat be
- Transfer the words to individually created body percussion patterns at the macro, micro or nano beat, while speaking the words on the micro beat.
- Pause. The teacher demonstrates the melody of “Engines”
 - o Echo Singing the song
 - o Transfer to notes on “lap xylophones”
 - o Transfer to BX/AX/SX

“Floating”

The image shows a single staff of musical notation in G major (one sharp) and 4/4 time. The melody consists of four whole notes: G4, F#4, E4, and D4. The lyrics "Floa - - ting weight - - less" are written below the notes, with hyphens indicating the duration of the notes.

- Use levels and shapes to interpret falling melodic line
- Volunteers play on AM, BM and CBB, while whole group explores movement

Culminating Activity

- Divide into four groups: Gravity, Engines, Floating, plus Instrumentarium
- While instrumentalists practice, devise group movements that can be performed while part is sung.
- Decide on a form
- Perform!