

STOMP!



Overview: *This lesson gives students an opportunity to compose and perform music using common objects.*

Theme: Rhythm

Grade Level: 5th - 6th grade

Concept: Discovery, Patterns

Length of Lesson: minimum 9 weeks,
(1) 1 hour class each week

Objectives: Students will arrange, compose and perform set and improvised rhythms and melodies using found objects and voice.

Essential Question: What is required of a group to produce and execute a rhythmic based performance using non-traditional methods?

Preparation for lesson: Students view a video performance from the group; STOMP! Teacher initiates inquiry based discussion, e.g.; what did you notice in this performance?

Lesson Activities:

Week 1. Students and teacher discuss different aspects of the performance: rhythm, timbre, dynamics, form and tempo. Teacher asks students to “act out” the meaning of these elements, using body percussion and/or theater exercises.

2. Teacher and students bring examples of recorded music to illustrate dynamics, form, rhythm and tempo. Students listen and identify these concepts.

3. Students and teacher use “found” objects in classroom and on school campus to demonstrate the concept of timbre, rhythm, dynamics and tempo. Improvisation is introduced and encouraged.

4. Teacher leads class through more in-depth exercises involving rhythm. Students learn the concepts of time signatures, (4/4, 6/8, and 4 against 6). Students begin to incorporate rhythms into body percussion.

5. Students work in groups to discuss theme and setting for their original piece. Teacher circulates the room to encourage students to think “outside the box.”

Each group presents ideas to the class through performance and discussion.

Teacher records ideas on the board or overhead projector. Students vote on sections of presentations to be included in the final performance.

6. Teacher and students review performance material and the musical concept of form. Everyone contributes to the development of the form of the piece. Simple notation is used to compose the score. Parts are assigned to students. Students begin to gather materials needed for piece.

7. Students lead their rehearsal. Improvisation is encouraged. The musical score is altered if needed.

8. Rehearsal continues, refining musical concepts where needed.

9. Class performs their original composition for the school.

Extension of lesson: Teacher can lead discussions on connections that this musical process has with other disciplines: theater, dance, literature, math, etc. For example: How does form in literature and music affect the outcome of a piece of work?

Materials needed:

STOMP! Video, whiteboard or overhead projector, “found” objects: chairs, boxes, etc., variety of CD’s covering different genres of music.

Vocabulary:

Rhythm, timbre, dynamics, tempo, form, improvisation, score, scene, collaboration

Benchmarks

Music:

- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.
- Listening to, analyzing, and describing music.
- Evaluating music and music performances.
- Understanding relationships between music, the other arts.

Theater:

- Designing by organizing rehearsals for improvised and scripted scenes.
- Directing by organizing rehearsals for improvised and scripted scenes.
- Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film and television.

Social Studies:

- The student will describe how people are influenced by, adapt to, and alter their environment.

Math:

- The student will use a variety of problem solving approaches to analyze, extend and create patterns.

Whole Child

Thinking/Cognition: Students learn how to work together, use problem solving techniques, create scripted scenes and organizing rehearsals.

Feelings/Emotions: Students experience anticipation of finished product, excitement of creating a unique production and satisfaction of having a “hands-on” project.

Doing/Physical: Students write scores, scripts, build sets and instruments. Lots of jumping, dancing, singing and body percussion going on.

Creating/Intuition: Students invent unique instruments and ways to play them, as well as creating musical scores.

Group Assessment:

Culminating event: Performance

Teacher Assessment

Student worked effectively within the group.

1 2 3 4 5

The student will use a variety of problem solving approaches to analyze, extend and create patterns.

1 2 3 4 5

Student demonstrates knowledge of music vocabulary in classroom discussions.

1 2 3 4 5

Through performance, student demonstrates knowledge of time signatures, dynamics, form and tempo.

1 2 3 4 5

Student was willing to experiment with improvisation.

1 2 3 4 5

Student Self-Assessment

I understood how to play a 4/4 time signature against a 6/8 time signature.

1 2 3 4 5

I enjoyed creating this piece with the other students.

1 2 3 4 5

I learned how to make music from ordinary objects.

1 2 3 4 5

