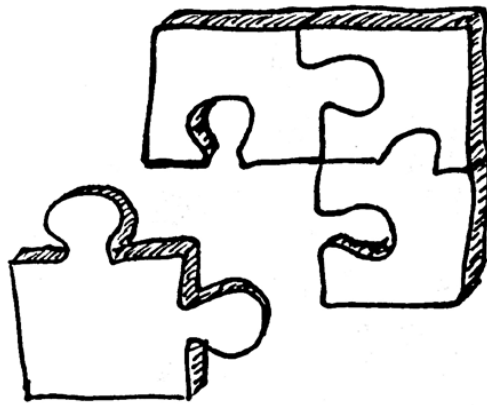


# *Creative Connections in Motion*

ASTA Summer Conference  
July 27-28, 2017



Active strategies that help students interact, understand, and apply musical concepts in new and inventive ways.

Jane Barbe  
[jsbarbe@hotmail.com](mailto:jsbarbe@hotmail.com)  
480-231-7276



## Thinking Maps

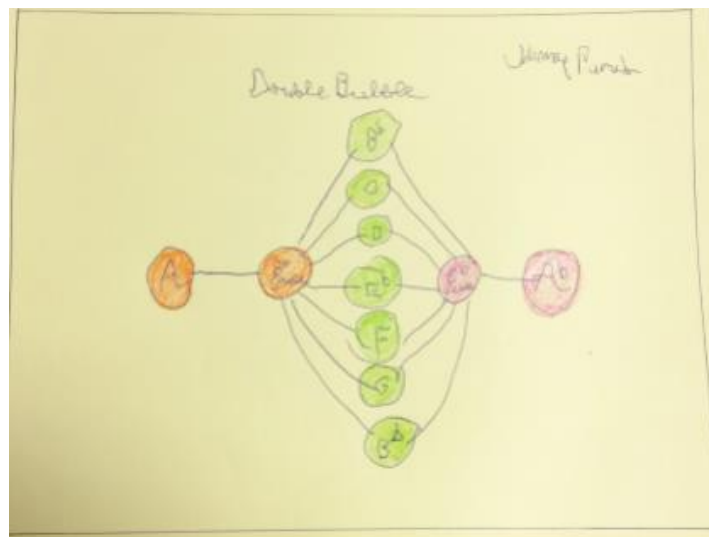
### Flow Map

Another way to have students process the “roadmaps” in a piece is to have them create a flow map, as a class or individually.

### Flow map of 1st/2nd Endings and D.C. al Fine



Thinking Maps can also help students process other connections such as the similarities and differences between scales.

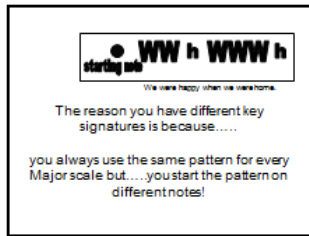
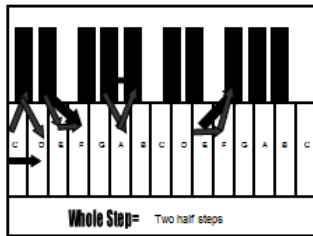
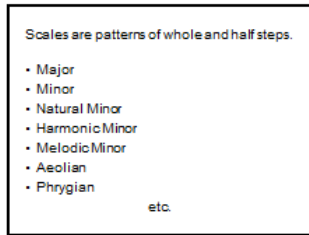
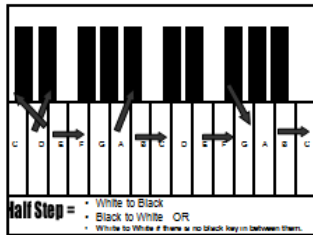
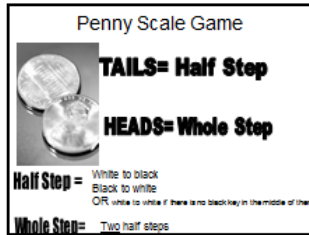
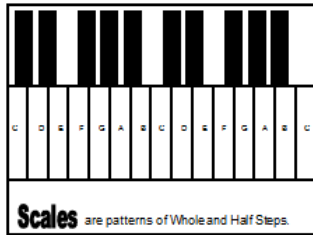


Double Bubble Map of similarities and differences.  
Bb and Eb Scales

## Speaking of Scales.....

The following game will teach students about  $\frac{1}{2}$  steps, whole steps, and how scales are created. The subsequent extension helps students make the connection between scales and key signatures.

- Start with an introductory presentation explaining half steps, whole steps, and the pattern for a major scale.



**How do we get different key signatures?**

We use the SAME pattern for all major scales but start the pattern on different notes.

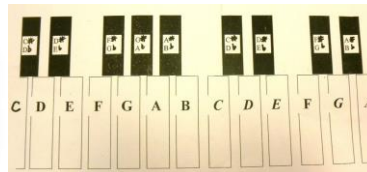
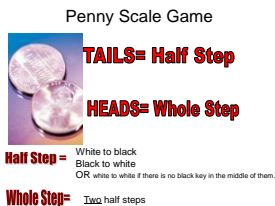
**Major to minor!**

Construct the F Major scale.

Now move the 1<sup>st</sup> bead down to D and arrange them on the same letters (including the Bb) then

FIGURE OUT THE WHOLE & HALF STEP PATTERN!

## Penny Scale Game



### Set Up:

- Divide students into partners or groups of 3.
- Each group receives 1 keyboard, 1 penny, and 1 bead per person (as a game piece).

### Game Instruction:

- Each student places their bead on the first C of the keyboard.
- Students take turns flipping the penny.
- If the penny lands on tails the student moves up a  $\frac{1}{2}$  step.
- If the penny lands on heads, the student moves up a whole step (or two  $\frac{1}{2}$  steps).
- The first person to reach the top of the keyboard wins the round.

## BUILDING SCALES

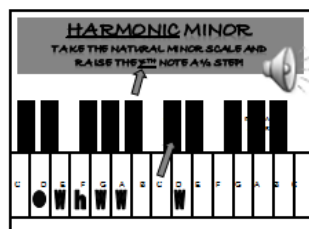
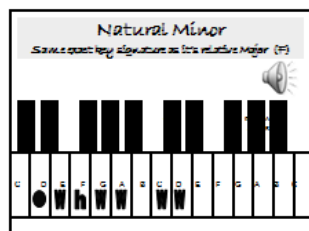
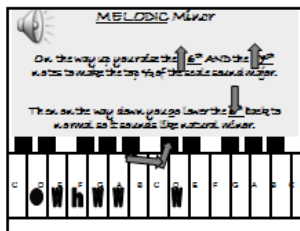
- Once students understand the concept of whole and half steps, introduce the pattern for a major scale. WW<sup>h</sup>WW<sup>h</sup>W<sup>h</sup>
- Each team receives one penny and seven beads.
- Students place the penny on the starting note (Tonic). \*Start with the key of C.
- Lead students through the pattern by asking them to place the first bead a whole step higher than the penny. The second bead goes another whole step higher, the third a half step, and so forth.
- Once they have built the scale ask them to identify the starting note as the key or scale.
- Lead students to discover how many sharps or flats are in that particular scale.

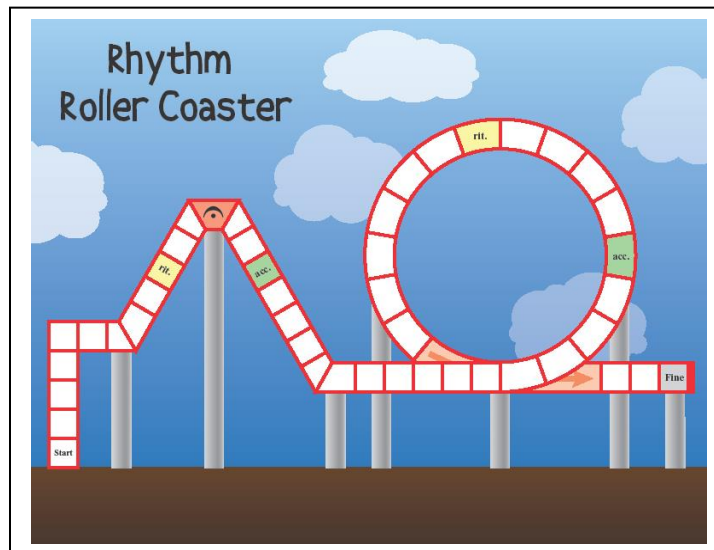
## DISCOVERING HOW KEY SIGNATURES ARE DETERMINED

- Students are asked to place the penny on F and to build the scale as above.
- Students are again asked what sharps or flats they see in that particular scale.
- Students then build G, Eb, F, and E followed by the same question.
- Students are led to discover that when the same pattern is used, starting on different notes, it results in differing numbers or sharps or flats.

## MAJOR v/s minor

- Similar comparisons may be made between Major and minor scales.





Design by Jamie Lynn-Barbe

### Directions:

- Teams of 2-4.
- Each player receives one colored bead as a game piece.
- Each student places their bead on the start square.
- Team members take turns rolling the dice and moving the amount of squares their rhythm equals. For example, if you roll a half note, ♩, you will move 2 spaces.
- Students play until they reach the FINE square.
- Teams may play until there is one winner or until all members finish.

**rit.** = go back a space

**acc.** = go forward a space.

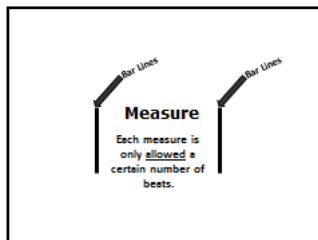
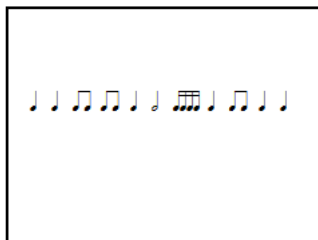
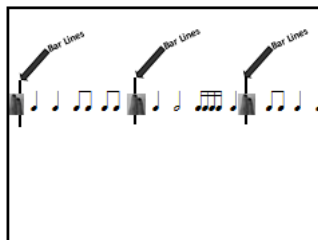
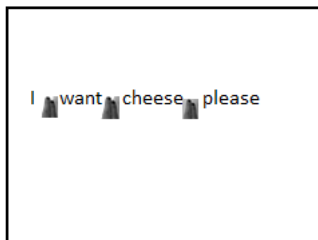
☹ = lose a turn.

You can get as creative with other symbols as you want with this game.



# Meter Beat Box Game

## Introductory Meter PowerPoint:



**Time Signature**

**Measure**

**Bar Lines**

The top number tells you how many beats are allowed in each measure!

**Time Signature!**

How many beats are Allowed in this measure?


**Time Signature!**

The top number tells you how many beats are allowed in each measure!


**Time Signature!**


2  
4


How about in this measure?





## Build a measure!














1 beat rhythm




2 beat rhythm



2 beat rhythm



4 beat rhythm



## Beat Box



### Process

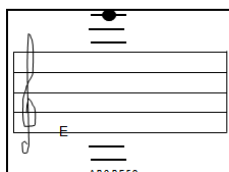
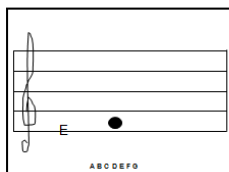
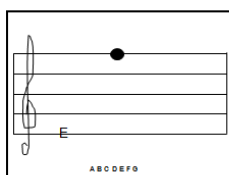
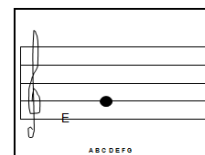
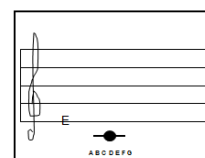
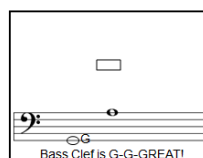
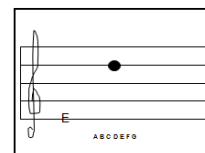
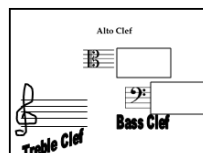
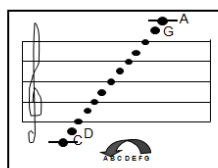
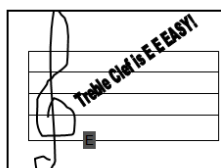
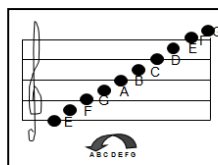
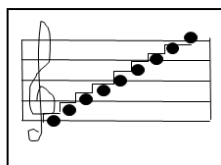
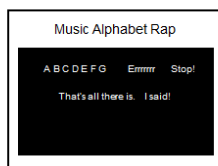
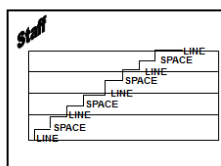
- Prior knowledge of meter, bar lines, and rhythmic values is required.
- Set up each whiteboard / Smartboard with four measures, grade level appropriate time signature, and double bar line.
- Students are divided into two or three teams, each with their own whiteboard. The teams do not have to be equal.
- Teams line up in relay fashion behind each whiteboard.
- One Big Box Die is presented to each team with grade level appropriate rhythms written on each side.
- As a relay, students roll the die and determine whether the rhythm he/she rolled fits into the measure, according to what was written by previous students.
- If the rhythm rolled does fit in the current measure, the student writes it onto the board.
- If it does not fit, the students must state, "Doesn't fit", and proceed to the end of the line without writing anything.
- Measures must be written in order.
- The first team to accurately complete their four measures, according to the time signature, and to acknowledge that the double bar line as "the end", earns the point for that round.

Note: This game can be played with any grade level appropriate rhythms on the die and in any time signature. 6/8 time works particularly well with 6/8 rhythms on the die. The rhythmic values are doubled from what the students know of 4/4, 2/4, and 3/4 time.

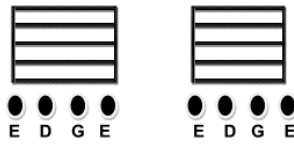
# STAFF POWERPOINT

## (Reading notes on the staff in all clefs)

In my years of teaching I have observed many student struggles with reading notes on the staff. The most common including reading ledger lines and mixing up the lines and spaces. As a band and orchestra director I have also experienced students struggle if they switch instruments and must read a new clef. The following process explains the function of the staff as a staircase, its use of the musical alphabet, and the bottom line as an anchor, so that they may read all clefs within the first day.

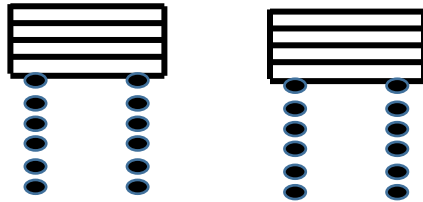


# Word Jump



## PROCESS

- Teach the staff as a staircase.
- Have students form lines behind giant floor staves, made of painters tape. The first person in each line walks the staff simultaneously, with the beat of the drum, while the class speaks, “line, space, line, space.”

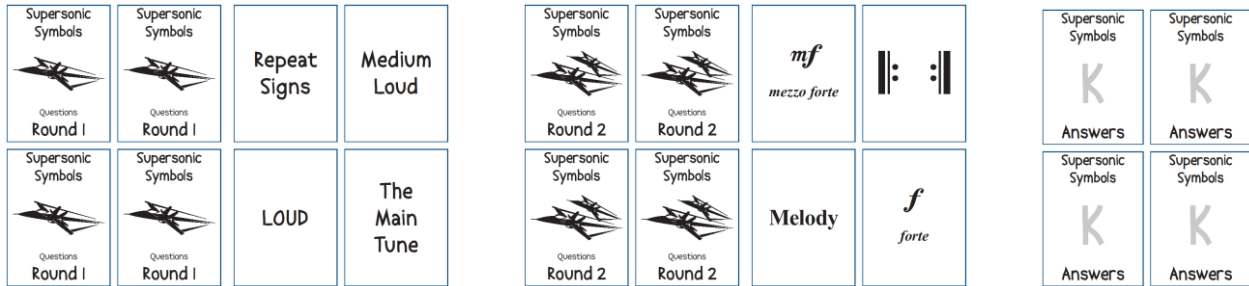


- Transition to the next group of students by using the following transition rhyme, “Now you’re done, move to the end. Next group up and we’ll start again.”
- Explain that the musical alphabet goes from A to G and then repeats itself repeatedly.
- Teach the one question that they need to ask to read any clef immediately, “What’s the bottom line?” The treble clef answer= “Treble Clef is E, E, Easy”.
- Students walk the staff again, this time stating the treble clef saying, followed by the musical alphabet starting on E.
- Demonstrate how logical reading in other clefs is with the “What’s the bottom line strategy”.
  - “Bass Clef is G, G, Great. (G, A, B, C, D, E, F, etc.)
  - “Alto Clef is F, F, Fun.” (F, G, A, B, C, D, E etc.)
- Game:
  - Divide class into teams of 3 or 4 students each.
  - Two teams come up to the floor staff, one team per staff, and are given a word.
  - Each student is responsible for their own letter from left to right, just as a word is read.
  - Students are given time to process their letter with the same process as they walked the staff above.
  - Students are then given the cue to line their toes up with the bottom line of the staff.
  - On the cue, “1,2,3, jump”, the students jump or walk to their letters.
  - The first team to accurately spell their word chooses another team to challenge.

# REVIEW GAMES

## (Also Great for Substitute Teacher Plans)

### Supersonic Symbols



The following materials are needed for each team:

- Key Cards (marked with a “K” on the back of the cards so you know which ones they are after each round of the game)
- Round 1 Cards (marked with “R1” on the back of each card)
- Round 2 Cards (marked with “R2” on the back of each card)

Each team will have a set of K, R1, and R2 cards of the same color. You will want enough sets to accommodate teams of 5-10 students, (Red, Orange, Green, Pink, Purple, Yellow and Blue).

Set Up:

- Divide the students into relay teams.
- Place a set of R1 cards in a neat pile face down in front of each team.
- Place the Key cards in a messy pile, face up a couple of paces in front of each team. (Students will search through this pile to find the match to their R1 cards.)

Directions:


- The teacher starts the game by saying “Go”.
- The first student in each line picks up the card on top of their R1 pile.
- The student proceeds to the messy Key card pile to find the matching card.
- When the correct match is found the student presents the pair to the teacher.
- If the match is incorrect, the teacher responds with “not yet, keep trying”. “Sometimes I give a little hint as well or point out part of the question that they may have misread.)
- If the match is correct, the teacher will say “yes, that is correct”. The student then places the Key card in back in the messy Key card pile and the R1 card in the discard pile, which is next to their R1 pile.
- Each team plays until they have completed their pile of R1 cards. Subsequent games may be played with the round 2 cards.

This is a great game for the end of the year to assess students understanding of concepts taught throughout the year.

# TERM MANIA



## Instructions:

- Teams of 2-4.
- Each player receives one colored bead as a game piece.
- Each student places their bead on the start square.
- Team members take turns rolling the dice and moving the amount of squares their rhythm equals. For example, if you roll a half note, ♩, you will move 2 spaces.
-  Instrument Repair Shop= Loose a turn.
- #= go forward 1 space.
- b= go backward a space.
- **Accelerando**= a shortcut.
- **Ritardando**= is a slide downward.
- || = Find the matching repeat sign || and continue from that square.
- **D.C. al Fine** = Go back to the beginning and play again until you reach the FINE
- Each student must roll an exact number to land them on the D.C. al Fine square or must skip their turn until they do so.
- Once students can land on the D. C. al Fine square, they immediately move back to start and begin the game again.
- Students continue to play until they land on the FINE square.
- The game can only be won by landing on the D. C. al Fine square, going back to the beginning and working around the board again.
- Students must roll an exact number to land on the FINE square.

# Temporal Mapping

(Listening for Ensemble Balance, Road Maps, and Specific Concepts)



ANSWER