

OFF-THE-PODIUM TEACHING STRATEGIES

MOVEMENT I: BELAH SUN WOMAN

“A leader does not need a podium; she can be sitting quietly on the edge of any chair, listening passionately and with commitment, fully prepared to take up the baton... she can be any one of us.”

—Benjamin Zander in *The Art of Possibility – It’s All Invented* (p. 76)

EDUCATIONAL OBJECTIVE:

Ensemble: Establish awareness of group pulse, ensemble balance, and spatial security. Form social relationships.

Student: Inaugurate music literacy, develop awareness of inner pulse, and stimulate left-right brain interrelation.

Director: Establish *active and reflective learning* routines; introduce yourself as a collaborative teacher.

MUSIC CONCEPTS:

- Structure/Form
- Rhythm/Duration
- Expressive Techniques
- Timbre

Part 1: Learning the Words

Room Formation: Students – stand in band formation without instruments, chairs, or music stands
Teacher – stand on floor (no podium) in the conductor’s usual position

Equipment Requirements: Class set of pencils

Teacher Preparation:

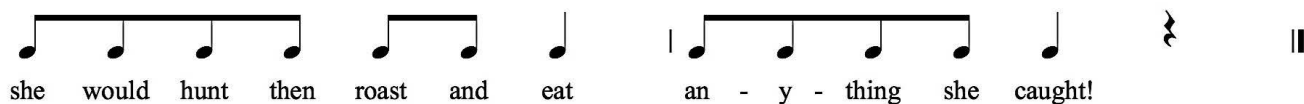
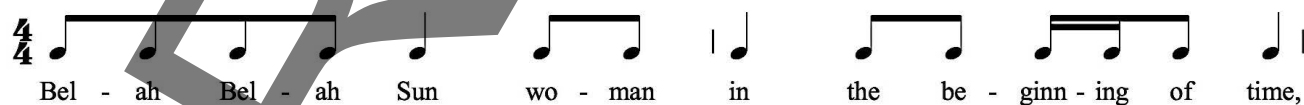
1. Learn the words to the Belah Sun Woman chant by heart. (Echo Jodie while watching the DVD—Movement I → Part 1.)
2. Print a class set of the evaluation worksheet Write It Down #1. (See Appendix 1, page 104.)

Approx. Lesson Time: 2 x 30 minutes

ACTIVE AND REFLECTIVE TEACHING ROUTINE: Learn–Apply–Perform–Reflect

1. Learn: Introduce the words using call-and-response technique.

a. Call and response: Students copy (“echo”) Belah Sun Woman chant (see below) one measure at a time:



- b. Repeat process until you have gone through the whole chant 2–3 times. Extend echo to 2-measure phrases.

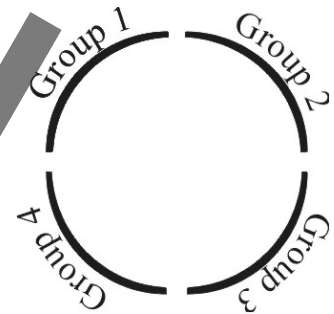
TEACHING TIP: Vary your voice after the first time. For example: use high, low, fast, slow, or silly voices. Reverse the process and invite a student to say the phrase first and you and the class echo them.

2. Apply: Students make up their own actions to the words.

- a. Divide your band/class into 4 even groups.
- b. Assign 1 x 2 measure phrase to each group.
- c. Invite each group to create a unison action that reflects the words in their phrase.
- d. Once the action is created, each group must practise it at least 5 times to ensure everyone is confident with both the words and the actions.

3. Perform: Students share their actions with each other.

- a. Students stand in their groups in a circle, like this.
- b. One at a time, each group performs using words and actions.
- c. The remaining 3 groups copy the actions and words.
- d. Go around the circle (see DVD).
- e. When you feel the students are ready, say two phrases together, then progress to all (still using the actions).



----- **End lesson** -----

EXTENSION:

- ☺ Invite students to say their phrases as a repeated pattern (ostinato) against each other.
- ☺ Say the whole phrase with actions in a 2- or 4-part round.

4. Reflect: Students write out the chant.

- a. Hand out Write It Down #1 and a pencil to each band member.
- b. Invite students to complete it (during class to allow for questions). It does not matter that the students are unfamiliar with these music symbols. This activity breeds familiarity and demonstrates individual comprehension.

----- **End lesson** -----

EXTENSION: Add bar lines and a time signature using your own explanation.

ASSESSMENT OPTION: Complete the evaluation worksheet Write It Down #1. Give 1 point for each correct bar, 1 point for correct order, 1 point for neatness. Divide total points in 2 to gain assessment out of 5 for each student.

Part 2: Learning the Rhythm

Room Formation:

Students - sit in band formation without instruments or music stands.

Teacher - sit on a tall stool in the conductor's usual position.

Equipment Requirements:

Chairs, video camera, tripod, TV, cables to connect video camera to TV