

# "Moving Through Day & Night"

2019 IOSA Chapter Sharing Workshop

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## **Session Description & Objective:**

Move through the "night" using direction, levels, and pathways to experience a line's journey in Mem Fox's *The Straight Line Wonder*, a Phrygian melody, and the poem "Night Comes..." by Beatrice Schenk de Regniers about objects moving at Night.

## **Concepts:**

- Movement: pathways, direction, levels
- Melodic contour, Phrygian mode

## **Objectives:** (met throughout this lesson & final performance)

- Indiana Music Standard 6: Interpret and express music through movement.
  - [National Core Arts Standards](#): Music Anchors 1, 2, 3, 5, 6, 10
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## **Materials:**

- [Slides](#) showing pathway, process, and poem
  - Book: [The Straight Line Wonder](#), Mem Fox. (ISBN 1572552050)
  - Phrygian [Composition](#) (audio / visual score)
  - Barred percussion
  - [Poem](#) "Night Comes..."
    - Beatrice Schenk de Regniers. "Night Comes." *The Random House Book of Poetry for Children*. Random House: New York, 1983. 33. (Reprinted from [A Bunch of Poems and Verses](#). Clarion Books, Ticknor & Fields: A Houghton Mifflin Company, 1976.)
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## **Movement Warm-ups:**

"Shapes"

- T reads *The Straight Line Wonder*.
- S perform designated pathway movements in stationary or traveling space as directed.
  
- S displays first night slide: "What do you see outside at night?" (S discuss)

"Star Speed" (see slide)

- T displays line down the middle of the room.
- T: "You are stars. One side of the room is fast; one side is slow. Change your shooting star's speed to match your side whenever you cross this line."
- S move / change at will.

"Star Directions/Levels" (see slide)

- S choose two places in room.
- T: "Float from place A to place B."
- T: "Switch directions each time (up / down)."
- T: "Choose different levels each time (H / M / L)."
- S return to place A.

"Star Pathways" (see slide)

- T displays three pathway cards: curvy, zigzag, straight line
  - S echo T tracing with finger & making vocal sounds to match each one
  - S identify
    - type of pathway,
    - direction,
    - Levels (start / end)
- T asks S to decide which is A, B, and C
- T displays ABAC form; S speak their chosen pathway for each letter
- Class sings/moves an ABAC pattern (T assesses pathway, direction, and levels) (T: "choose from these options")
  - Use different body parts (finger, head, foot, knee)
  - Use whole body in place (stationary / vertically)
- T models moving pattern between locations to show direction and levels
- S choose an alternate location
- S walk each section of ABAC pattern between locations, sitting when finished (T informally assesses - Did each S show pathway with direction and levels?)
- T chooses various S to model their patterns (in space) as needed
- S form groups (3-5)
- Groups identify their preferred "A, B, C" and compose their own ABAC pattern
- Groups practice moving their patterns in space w/ body and voice
- Groups perform simultaneously w/ body & sound
- Groups perform simultaneously silently w/ body
- T provides reflection questions
  - T: "What happens when you make a part faster or slower? Try changing the speed of different parts to see how they feel."
    - S explore w/ changing speed for various sections
  - T: "How did that change how the pattern felt?" (Take their feedback)
  - T: "What happens when you make a part heavier or lighter? Try changing the weight of different parts to see how they feel."
    - S explore w/ changes

### **Barred piece:**

(see Composition audio & score at <http://www.mcbridemusic.com/aosa.html>)

- S simultaneously imitate T movements:
  - T: move whole body (arms extended) L - M (twice)
  - T: move hands/arms three steps H - M twice to match b phrase
  - T: move whole body (arms extended) M - L
- T displays & sings melody w/ movement.
- S sing melody w/ movement.
- S move to barred percussion.
- T transfers movement process for melody to bars via slides.
- T adds accompaniment.
- S perform piece at bars.

### **Improvisations (Movements & Bars):**

- S choose pathway building bricks for a 16-beat pattern (two, 8-beat phrases)
  - S choose direction, levels, pathways (refer to Star Pathways activity)
  - S choose how long each movement is to fit the length of phrases
- S choose to move or play their pattern while showing direction, levels, pathways
- Players use primary (E) and secondary (B, D) pitches.
- Movers maintain the feel and style of the previous poem and melody.
- Offer for any group to perform or create new movement to match the melody.

### **Soundscape:**

- T displays the poem. S read silently.
- T reads poem or asks for various S to read their version with expression.
- S discuss which words they think would have specific expression or emphasis.
- S read their versions simultaneously as a class.
- T facilitates discussion about “night” (S provide answers)
  - “What do you see?”
  - “What do you hear?”
  - “What do you feel?”
- S consider possible movements to accompany the poem (show related slide)
  - T displays the possible options, adding S suggestions
    - Fast / slow (speed)
    - In / out, CW / CCW, Pathways (horizontal direction)
    - Up / down & changing levels (vertical direction)
    - Group vs. individuals, together vs. scattered (order / disorder)
- S consider possible sounds to accompany the poem (show related slide)
  - T displays the possible options, adding S suggestions
    - Silence
    - Slow wind or fast plane

- Vocal sounds / pitches
    - BP, including misc. body sounds
    - Environmental sounds (strike, scrape, shake)
    - Speak or not
    - Perform options together or individually
  - *If class has had limited experience with this type of activity, take suggestions from the class for various sounds and motions to perform to express each phrase. Decide whether to read each phrase first or perform during the reading of the phrase. Perform as a class with displaying the poem.*
- S form groups of 4 - 6 people
  - T gives each group a copy of the poem
    - (If S are new to movement experiences, T may provide cards with one of the five phrases instead.)
    - T: “Use movement to match the words and feeling of the poem. Create your accompaniment.” (T displays Slide with elements of movement.)
    - S create their accompaniments/arrangements.
  - S perform a draft of the poem as a class.
  - S view “Choose your own adventure” slide, considering the options.
  - S return to groups to refine, change, or keep their performances.
- T directs class performance: T sings barred melody in between each group's performance.

### **Final performance:**

- One or more movement groups come back to the floor to perform rondo with melody.
  - Group(s) for A section movement (melody).
  - Group(s) for alternating sections (movement/instrumental improvisations and/or poem movement).
- Class performs rondo with movement, singing, and instrumental performance. (OR class chooses a different Form)