



MMEA Fall Conference 2008

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Montana General Music Teachers Association

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8:30-10:00 am

A Snap, a Pat and Beyond: Explorations in
Body Percussion

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Session Objectives:

- Participants will experience body percussion pieces from *Rhythmische Übung* by Gunild Keetman.
- Participants will learn how to teach pieces from *Orff-Schulwerk Music for Children, Volume 1*, by Carl Orff and Gunild Keetman.
- Participants will learn how to focus their classes through body percussion.
- Participants will learn how to create melodies, movement, and text based from body percussion.

Opening Exercise:

- Teacher will perform simple body percussion that will change every 8 beats.
Example: 8 claps, 8 pats, 8 snaps, 8 stamps, etc.
- Student will copy the teacher and try to follow the pattern.
T- What is my pattern? St-8 beats
- Once the St has established the pattern, T will start the pattern, and St will follow the same pattern only 8 beats later.
- T will ask for volunteers to be the leader.

Once St can copy the T pattern with simple body percussion, try to change the pattern to two levels. For example, instead of 8 claps, try clap pat for 8 beats. Also add rests for an additional challenge. This also provides the T thinking time and if you do a more intricate pattern, it allows the St to hear you before they copy what you did.

Note about all pieces used in this workshop: Due to copyright regulations, I have not copied any pieces that I am teaching you in my session today. However, they are all included in the following two books:

Rhythmische Übung by Gunild Keetman. Pub. Schott, 1970.

Orff-Schulwerk Music for Children by Carl Orff and Gunild Keetman. Volume 1, Pentatonic. English Edition adapted by Margaret Murray. Pub. Schott & Co. Ltd. London.

PLEASE GO PURCHASE THESE TWO BOOKS!!

They should be a staple in your classroom! Also, take a Levels course which will teach you how to use these resources.

Okay, back to the workshop.....

Patschen and Klatschen, pg. 9 #33. *Rhythmische Übung, Keetman.*

- T will perform the piece with the following text added:
Boom chick, boom chick chick, boom chick boom chick boom chick chick,
Don't rush let's slow down.
- T will perform again, and ask the St what words they heard besides boom chick.
- T will teach the 'Don't rush' part, and ask the St to do that part with the T when it happens in the piece.
- T then echo teaches the boom chick part.
- St will perform the whole piece.
- Take away the text, and do in a 2 or 3-part round.
- This piece transfers nicely to hand drums.

Rhythmic Rondo, pg. 67, Example A. *Orff-Schulwerk Music for Children, Volume 1*, Orff and Keetman.

- This piece has two sections to it. They are as follows:
 - o Note: When I learned this by rote in 1996 from Roger Sams, he added an extra stamp and clap on the first "Bears". This is an adaptation from the original version in the book. I also created a new text to go with football season!
 - o x indicates stamp
 - o bold indicates stamp and clap together

Dallas Cowboys	New York Giants	Raiders ...	Bears	Chicago Bears
			x	x
Dallas Cowboys	New York Giants	Raiders ...	Bears	Chicago Bears
			x	x
SU - PER	BOWL		Green Bay Packers	Denver Broncos
			x	x x
SU - PER	BOWL		San Francisco	Forty-Niners
			x	x x
Dallas Cowboys	New York Giants	Raiders ...	Bears	Chicago Bears
			x	x

- T will echo teach one section through speech, and then echo the second section.
- St will speak both sections together before adding the body percussion.
- T will teach body percussion.
- St will then break into 5 groups. Each group has a different task to extend this piece beyond what is written on the page.

- Group #1- Perform this piece on hand drums.
 - Group #2- Create a simple melody on the instruments.
 - Group #3- Perform this piece using unpitched percussion; no hand drums.
 - Group #4- Create a new text and perform this piece.
Suggestion- pick a theme first.
 - Group #5- Perform with normal body percussion in some kind of formation that moves across the floor.
Add movement if you have time.
- Each group will perform their creation.

Ding, dong, diggiddigdong, pg. 24, #30. *Orff-Schulwerk Music for Children, Volume 1*, Orff and Keetman.

- T will clap the entire rhythm on the visual.
- T will change all the sixteenth notes to pats. St. will echo.
- T will change all the eighth notes to snaps. St. will echo.
- St. will perform the entire piece with new body percussion.
- This is actually an instrument piece out of Volume 1.
After I teach the rhythm through body percussion, I teach the piece in solfege, then in note names, then we transfer to the instruments.
- This is to be performed in a 2 or 3-part round.

Discovering Body Percussion:

- T will split the class into 5 groups.
- Each group has a separate body percussion piece that will be given to them on a large visual. The pieces are from the following resources:

Group #1 - *Rhythmische Übung*, pg. 6, #17.

Group #2 - *Rhythmische Übung*, pg. 20, #68.

Group #3 - *Music for Children, Volume 1*, pg. 90, #1.

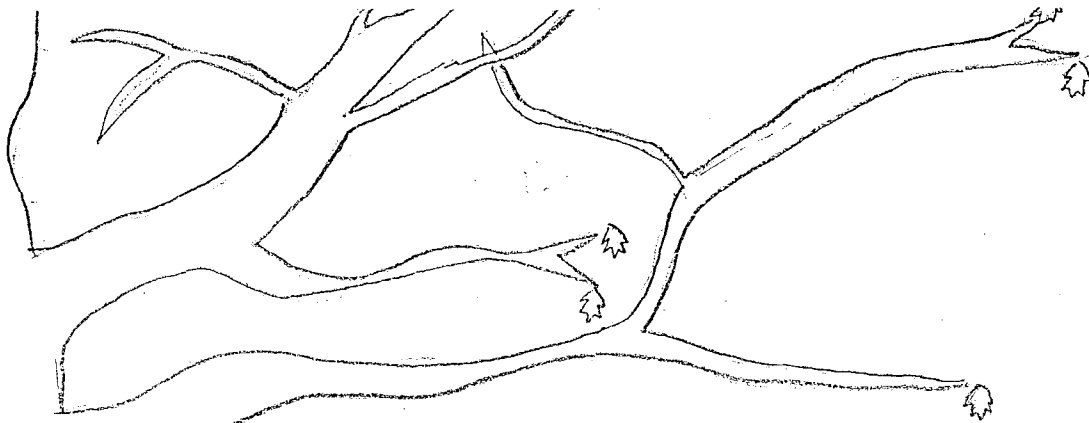
Group #4 - *Music for Children, Volume 1*, pg. 71, Example A.

Group #5 - *Music for Children, Volume 1*, pg. 56, #3.

- After 10 minutes to practice, each group will perform their piece for the other groups.

Ending *Rhythmische Übung*:

- T will teach *Rhythmische Übung*, pg. 19, #66.
- St. will perform in a two part round.
- Added movements are as follows: (taught to me by Roger Sams!)
 - On each set of 7 claps, raise hands from low to high.
 - On each set of stamps, hop to the right, then left, then right. (Riverdance style—very erect and precise.)
 - On the 4 claps, turn the right side and clap, then the pats land on the side of your leg. Do the pattern the same but on the left side of your body.

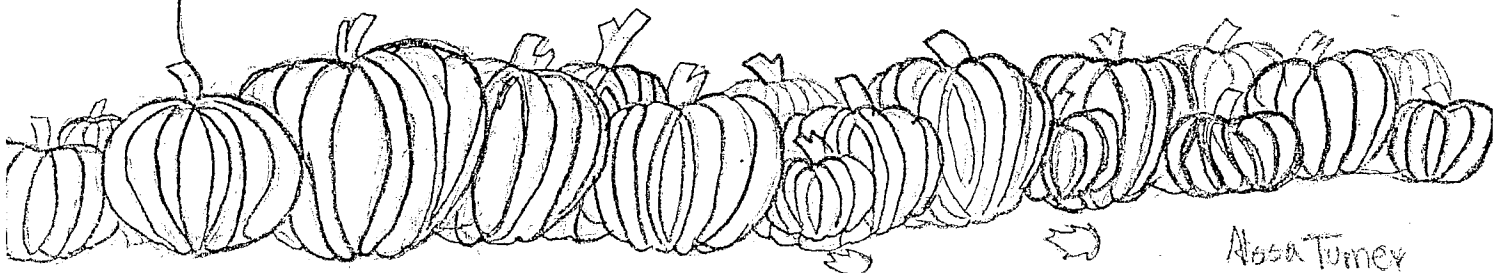


Thank you to Julie Blakeslee, MGMTA president for asking me to be a clinician for your organization. Since my specialty and strength is in middle school, I hope you can adapt these idea's of process and extension into your own classroom and find pieces that fit your students.



Thank you also to JoElla Hug, National President of the American Orff-Schulwerk Association. She has molded me into the teacher I am today, and has offered constant support and guidance as a mentor, a colleague, and a friend.

Please feel free to e-mail me with any questions! Keep on patting and snapping!



Abba Turner