

Two in a Car

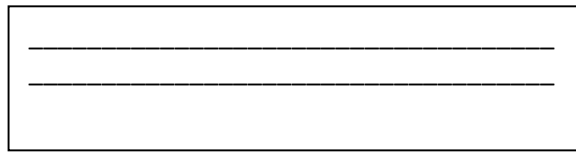
This activity is based on one provided in 'Elemental Recorder Playing' by Gunild Keetman and Minna Ronnefeld. I have used it in Australia, China, New Zealand and Hong Kong and it has always been well received. It caters for beginner recorder players and allows for creativity and it works equally well using voice or tuned percussion instruments.

Objectives:

- To develop recorder playing skills.
- To work with others to compose simple melodies and create a performance piece in an elemental style.
- To encourage musical literacy.
- To integrate recorder with tuned percussion instruments.

Activity:

- ♪ Place 2 long lines of wool on the floor.



- ♪ Write the words of a poem on individual cards, one beat per card (but not necessary to have a card for the beats which have rests).

(J. Factor 'Far Out Brussell Sprout)

Two	in a	car
Two	little	kisses
Two	weeks	later
Mr	and	Mrs

- ♪ Teach the students the rhyme aurally.
- ♪ Place the words on the top line of wool leaving some space between the phrases.
- ♪ Step above the cards while the students say the rhyme (ensuring that the steps are at exactly the same time as the spoken text).
- ♪ Repeat but step the beat (therefore stepping above each card, keeping the pulse, and having one step between each phrase).

- ♪ Consider variations to engage and challenge the students.
 - Two people step above the rhyme – half the group follow one person and the other half follow the other – the second person starts later (canon).
 - Step from the other end (therefore reading the rhyme backwards).
 - Step and pause (thereby ensuring the group watch intently).
 - Consider tempo by walking at different speeds.
 - Consider dynamics by stamping above the words or tip-toeing.
 - Turn some cards over so that these particular words are silent.
- ♪ Ask for other ideas from the students.
- ♪ Sing the rhyme on soh (G) (representing the top line) – C pentatonic.
- ♪ Move some of the cards to the lower wool (me – E).
- ♪ Students sing according to the notation given and continue to move the cards around, adding la (A) – above the top string, and re (D) – below the top string.
- ♪ Transfer to recorders.
- ♪ Demonstrate various ways of creating a performance piece.
 - Add a visual cue for improvisation.
 - Play in canon
 - Create an ostinato to be played on recorder or other instruments.
- ♪ Working in small groups, compose a melody and create a visual representation of the performance piece.