Listening, Form, and Movement Composition Lesson

This lesson goes with Leo Arnaud’s Three Fanfares.

Play Olympic Theme Song Movement 1

Tell students to listen and figure out where they might have heard this music before.

Ask students who has watched part of the Olympics?

With older students you could do the listening log written activity at this point. With younger students you may just do it orally or not at all. Play a few times while students are doing this part.

What was your favorite event? Call on as many hands are up to hear as many different events as possible.

Did anyone watch the opening or closing ceremonies?

Remember how the athletes walked in waving and taking pictures and looking around at the crowd, sporting their new uniforms! Can you picture athletes competing in their various events and the movements needed to compete?

Let’s put this all into a movement composition to go along with this piece.

Move students out to floor or have them do this in their places if they have room.

In this music first we will hear the drums where we will pretend to play. The suspense is mounting.

Then, after the drums, we will walk in a parade as the athletes did, waving and pretend taking pics. You can stay in a line as one parade or have students make their own way through the room in individual parades.

When you hear the music change, you will become an athlete. Had you noticed the increased activity in the music? Mimic the movement of an athlete doing some event at the Olympics. Some of you may be able to do your movement in your place, others may need to move through the room. Just remember to be respectful of other student’s space. When you hear the music stop, freeze.

Do this a couple of times. You may ask the students to change their athletic activity. Movement 1 57 sec.

Hand out the form map.

Discuss the introduction(drums)

A section(walking) B section(competing)

Ask any questions you want about how the music reflects the feeling of these movements.

Play music again as students look at map.

Play again - Students just sit, close their eyes, and listen. Did they hear anything different in the music than they might have heard before?

ook at other side of form map. Students should notice the AB**A** form difference.

What does this mean in terms of how the music will sound?

Play movement 3 while students look at map.

Get up and move to it with same movements but in ABA form.

How does this extra music change the feel of the whole piece?

EXTRA EXTRA!!!!! A really “ORFFY” thing to do would be to divide the class into small groups and have each group compose a movement to the ABA version. The group would decide what to do on the drum intro, how to walk in the parade, how to show the games -could be all playing the same game or different games. Then the groups would perform their movement composition for each other.

Teacher circulates during this time keeping student groups on track and encouraging them. There is no wrong answer to this activity except not taking it seriously.