

AES Virtual Spring Workshop

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8:00 am – 10:30 am

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## Call to Creativity: Inspiring Movement in Children

Students use creativity in movement every day. This creativity can be seen in music, at recess playing imaginative games, exercising in P.E., and in everyday life. This creativity can be challenging in the classroom setting if students feel like they are being watched or are not set-up for success. The activities below can be used to encourage student creativity in the music classroom and help students approach full creative control of movement for a piece of music.

**Rhythm is the essential aesthetic element in every art.  
Rhythm comes from the Greek 'Rhythmos', meaning flow or river.**

**Intro Activity:** Sometimes the best way to hand over creativity to students, is to jump right in with music they already know. Getting students moving early in class where they don't have a chance to overthink anything can work wonders!

- Durations Dance – Crab Rave
  - As students walk into class, play a favorite piece of music. “Crab Rave” by Noisestorm is great for this! [https://www.youtube.com/watch?v=LDU\\_Txk06tM](https://www.youtube.com/watch?v=LDU_Txk06tM)
  - Choreograph a dance for students to follow based on ostinatos in the music. Here are some for “Crab Rave.”



- Give students the task of coming up with their own dance/movement for each ostinato. You can do this with manipulatives such as scarves or do it with just bodies. You may point to the ostinato they are using.

### 4 Goals of Eurhythmics

- Attention
- Concentration
- Social Integration
- Nuance

**Stories:** Stories are everywhere in young student's lives, whether they are reading a book, inventing a game at recess, building castles with toys, or otherwise using their imagination. This makes stories great for introducing students to creative movement without too much “risk” on their part.

### Activity #1: Horses & Horseback Riders

- For this story, split students into pairs. One student is a horse, and one is a horseback rider. Students use scarves as the reigns of the horse and act out music you improvise on the piano.



- Galop: Students galop with their horse around the room.



- Tippy-Toe (triplets): students pull cactus needles out of their horses' feet



- Skate: Students give water to their tired horse.

- Students switch between being the horse (in front) and the horseback rider (behind) as you tell the story.

### Activity #2: “On the Trail” *Grand Canyon Suite* – Ferde Grofé

- In this activity, students continue to act out the previous story, but with music from *The Grand Canyon Suite*.
- You can add more story elements such as students flying as golden eagles during more lyrical parts of the music.
- Start the music @ 1:30 from this example recording: [https://www.youtube.com/watch?v=6\\_7DA1G6tVs](https://www.youtube.com/watch?v=6_7DA1G6tVs)

### Activity #3: Create Your Own Story

- After students have followed the story and the music above, give them creative freedom to tell their own story with the same piece of music. In their story they will need these different elements:
  - Something that galops
  - Something that matches triplets
  - Something that is slow and lyrical
  - Something to match the “skate” music from the story.
- Once students have their story, they act out their story and share what it was about.




**Manipulatives:** Manipulatives are fantastic for encouraging student creativity. These can be scarves, hoops, ribbons, tennis balls, stuffed animals, or anything that promotes fun and creativity. As students get more comfortable moving and being creative on their own, students will be able to be creative with just their body.

### Activity #4: Meter Madness

- Students get a flat hoop and find a partner (you can use any manipulative for this if you don't have hoops). Students then do these motions for the different Meter patterns they hear on the piano:
  - $\frac{2}{4}$  Tap the ground on 1, tap hoops together on 2
  - $\frac{3}{4}$  Sway the hoops back and forth, balancing on one foot for each new measure
  - $\frac{4}{4}$  Toss or roll the hoop (Toss on Beat 4 for good Ana-Crucis, and catch on beat 1 for good Crucis)
- **Advanced:** For each different Meter, students pick a new partner to do the movement with. When the music switches Meter, students quickly find their partner for that Meter!
- **Creativity:** As students master the patterns you have shown them, let them create their own movement patterns for each Meter!
  - You can start by demonstrating new patterns or giving students 30 seconds to come up with each pattern. Giving very little transition time can also help students be spontaneous!

**Social Integration:** Giving students part-work when moving is a great way to inspire social & individual creativity.

### Activity #5: Duration Machines

- Get students into groups of 3-6
- In their group, students create a “durations” machine of different note lengths. Each student creates one duration within the machine, and all durations are moved at the same time.
- As tools, give students the choice of various manipulatives
  - Ties
  - Scarves
  - Beanie Babies
  - Tennis Balls
  - Beach Balls
  - Elastics
  - Dowels
- **Machine Example:** Using a hoop, two ties, and a beanie baby
  -  Two students hold both ends of two ties and run in place while shaking the ties.
  -  Two students put a hoop around the ties and slides it back and forth along the ties
  -  Two students toss a beach ball over the group with quarter notes (toss, catch, toss, catch)
- Challenge students by swapping their individual notes or trading manipulatives!

**Plastique Animee** -- Plastique Animée (translated to ***elastic animation***) is a visual and kinesthetic representation of music. As students listen to a piece of music, they show different aspects of the music with their body. Students improvising and creating their own interpretive movements of music is a great goal to strive for.

### Activity #6: The Viennese Clock

- Create your own choreographed plastique for the “Viennese Musical Clock” from the *Háry János Suite* by Kodály. [https://www.youtube.com/watch?v=4Mg\\_vDQXRc](https://www.youtube.com/watch?v=4Mg_vDQXRc)
  - Pay attention to the:
    - Form of the Music: **Rondo Form – A-B-A-C-A-D-A**
    - Dynamics
    - Melodic Contour
- Pick a manipulative that best assists you in showing the music. Favorites include:
  - Scarves
  - Hoops
  - Balloons
- Once students have followed your choreographed plastique, give them creative control over the A section, individually or in small groups. This hands over creative control over most of the piece, while shy students can still latch onto the parts they already know: sections, B,C & D.
- Next steps:
  - Students create/improvise to sections B,C,D
  - Students switch manipulatives
  - Students choose their own manipulatives

**Inspiring Creativity Tips:**

1. Use what students give you
2. Go out of your comfort zone
3. Let students lead
4. How will your students respond?
  - Talk about Courage
  - Jump right in!
5. Decrease thinking time
6. Building Up Creativity > Throwing Responsibility at Students
7. Limit student's tools of creativity, not what they can or cannot do.