



Is There a Game?

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“Play gives children a chance to practice what they are learning.”

Fred Rogers

Importance of Play

- Children can learn without knowing they are learning
- Play is the work of children
- Play gives the opportunity for kids to develop imagination, social and emotional strength
- Play can be driven by children, for children
- Play brings joy

Importance of Play in the Acquisition of Musical Skills

- “Teach music in such a way that is not torture, but a joy”—Zoltán Kodály
- Play allows for the necessary repetition needed to internalize musical skills and concepts
- Students will attend to the music at a heightened level when students are directing
- Game difficulty can be adjusted for different groups of students (Level up!)

Lord of the Chime

- Teacher sets the two activities the students are switching between
- T. improvises at piano while student gives signal
- St. are encouraged to watch class to see if class has achieved the change before next signal
- Examples:
 - Switching between clapping or walking quarter notes (or beat) and half note (or macrobeat)
 - Walking beat and walking rhythm to known song
 - Walking LH of piano or clapping RH of piano
- Many applications to many different activities!

Poison Pattern—tie version!

- St. set up with a partner, holding tie horizontally between them.
- St. decide who is student A and student B
- St. take turns tapping the rhythm from left to right after T. plays 4 beats on the piano
- St. decide the “poison pattern”
- St. do not tap the poison pattern! St. who tap the poison pattern are out, and the other partner finds a new partner who is not out.
- St. who are out can be “judges”

Roll Your Future

- St. review a well-known song
- T. has six different task options for the song

- *Who Has Seen the Wind*
 - Walk beat
 - Walk rhythm
 - Walk beat and clap rhythm
 - Conduct
 - Sing and tap the rhythm two beats later (self-canon)
 - Step solfege
- Review options with students
- Play! Students can roll dice for their future!
- Can add a second dice and divide class into half for two different tasks

Our Old Sow

- Song with chasing game is a favorite among older grades!
- To make harder, you can change the frequency of the changing fences from 4 beats to 2 beats
- For a real challenge, switch between 4 and 2 beats with a signal (HARD!)

Who Has Seen the Wind?

csp E

Text: Christine Rosetti

Who has seen the wind? Neith - er I nor you.

5
But when leaves bow down their heads the wind is pass - ing through.

The image shows a musical score for the poem 'Who Has Seen the Wind?'. It consists of two staves of music in 2/4 time, with a key signature of one flat (B-flat). The first staff contains the first line of the poem: 'Who has seen the wind? Neith - er I nor you.' The second staff, starting with a measure rest labeled '5', contains the second line: 'But when leaves bow down their heads the wind is pass - ing through.' The melody is simple and follows the natural rhythm of the words.

2. Who has seen the wind? Neither me nor you.
But when leaves bow down their heads, the wind is passing through.

Source: Bruce Swank, DePaul University, 2011

Our Old Sow

csp G-A

Our old sow is get - ting ve - ry fat,

3
Ki - mo, ko - mo, kee - mo.

5
Three foot two a - cross the back,

7
Ki - mo, ko - mo, kee - mo.

Game:

Class stands in several straight rows, all facing the same direction with both hands on the shoulders of adjacent pupils. (They are the fences.) At each rest, the whole group turns 90 degrees to the right (switch from facing "front" to facing "side"). During the singing of the song, at least 3 or 4 times, one pupil (farmer) attempts to tap the "old sow" who is moving among the class. Neither "farmer" or "sow" is allowed to duck under the arms of the class (fence).

Source: learned from Cathy Janovjak as learned from Bruce Swank (2008)