

# MFC Vol II p. 15, #4 “Tranquillo”

## Learning Objectives

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- Students will be able to perform the AG ostinato using body percussion
- Students will improvise movement in scattered formation, using a locomotor movement word bank to choose from
- Students will work on using a simple locomotor movement while using body percussion
- Students will plan to move through a pathway using a locomotor and non-locomotor movement
- Students will identify elemental form of melody
- Students will be able to perform MFC vol II p. 15, #4 “Tranquillo”

## Adaptations/Extensions/Enrichments

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- add CBB ‘C’ and ‘G’ on strong beats of AG part
- Double AG on BX and AX
- Double SG on SX
- At the coda (sixteenth notes), repeat as many times as students decide for an ending.

## Sequence for Teaching

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- I. Ask students to join you on a stomp, pat pattern to the dotted quarter pulse, possibly represented with bass and tone sounds from a drum
  - a. Ask students to travel through the room to this pattern, using a locomotor movement word bank for ideas
  - b. Ask students to try a new one if they didn't like the one before (they'll probably gravitate toward a smoother one such as 'glide' or 'float' to match the slow-ish tempo)
  - c. Add a snap-clap in between the stomp and pat, becoming:
    - i. Stomp-snap-clap pat-snap-clap
    - ii. Same rhythm as AG part of MFC vol II p. 15 #4
  - d. Challenge students to continue the locomotor movement with the 'snap-clap' still intact
  - e. Play the AG ostinato on BX to accompany students' movement
  - f. Ask students to try a different movement style, keeping body percussion
- II. Move to barred instruments, having students practice with fingertips, with sticking as follows: LRR LRR
- III. Practice, then ask half of class to play on AG/BX.
- IV. Other half of class chooses another movement through space to accompany the pattern with, this time with no body percussion.
  - a. Ask students to add a single non-locomotor movement to their traveling movement
  - b. Group students in groups of 3-5, to decide on a locomotor and non-locomotor
    - i. Each group uses non-verbal cues for when the non-locomotor occurs

- ii. Students plan what pathway they'll take (zig-zag, straight line, ribbon, etc.)
  - c. Teacher plays melody on recorder or SG, then have all groups move simultaneously
    - i. If groups would like to perform individually, great, if not, move on. Stop when melody is over (big cue)
  - d. Switch instrument players and dancers; wash, rinse, repeat.
- V. Students head back to instruments and play ostinato, you play melody over top.
  - a. Ask students how many different parts they heard
  - b. (few will get it, so ask them to stop playing and listen once)
  - c. Play until most hands are raised to identify the amount of parts (3)
  - d. Ask whether any were the same (no)
  - e. What elemental form? (ABC)
  - f. Ask students to pick 3 different locomotor movements to match your three phrases – some students on ostinato, most moving.
  - g. Add back in a single non-locomotor to use all 3 times.
- VI. We'll start with the 'A' section, friends! Sing these words to the melody as you play the 'A' phrase:
  - a. "Go-ing down, go-ing up, I kind of feel like I'm dizzyyyyyy" (E-C, E-C)
  - b. Ask students what words could be used for the twinkle part (E-C, E-C)
  - c. Ask students to walk down from G to E
  - d. Walk up from D to F
  - e. Down E to C
  - f. Up D to F
  - g. Then play the "Dizzy" part (E-G) and student-created words for the twinkling part (E-C, E-C)
  - h. Put it all together with words...
  - i. Play it twice, you accompany with BX ostinato

- j. Split room in half, half play ostinato, half on A melody (2 bar introduction). Switch. Lip sync the melody, no words.
- VII. This time, BX/AX/AG play melody, SG and SX play ostinato.
  - a. Ask what students thought – was melody audible? Muddy?
  - b. Switch parts, that should clear things up. Take other timbral suggestions as well!
- VIII. Move on to the 'B' section – perform it for students first. Ask which part of this section is different, which part is the same as the A section. Will take a couple repetitions, which will help them learn it quicker. Add text if you wish!
  - a. Give a starting note (D) and give students a minute to figure out melody using fingertips on the bars.
  - b. Walk around, check on fingers, then ask them to listen once more, practice again
  - c. Bring to a close, play the B section looped and ask students to join when ready
- IX. Teach coda using same process as step VIII
- X. Put together the whole melody (unison)
  - a. Practice unison melody
  - b. Practice melody while you play CBB part to accompany
  - c. Add BX/AX/AG on the ostinato, SX/SG melody, practice whole piece
  - d. Look for a volunteer to play CBB part
- XI. Finally, find a small group of volunteers (5-6) who would like to plan 3 different locomotor movements and pathways for the different sections. Add a non-locomotor if desired! Perform the piece as written, with the addition of movement and a couple extra instruments, and repeat the coda until movement comes to an organic close on the C section.