

HUSH!

OCTOBER 2020 LESSON

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Quiet Words:		
Sneak(y)	Creep(y/ily)*	Tip-Toe
SHH	Soft(ly)	Slither
Silent(ly)*	gentle(ly)	hush
Light(ly)	slow/quick	etc...

*explore triplet rhythms or 6/8 meter with these words!

1) Quiet Words Improvisation:

- Students take turns brainstorming words associated with “Quiet”
 - Maybe play similar minor/aeolian inspiring music during this brainstorm
- Options:
 - Use sticky notes or [Google Jam Board](#) if students have iPads/Chrome books etc. so class can see real-time brainstorming
- Class is set up at instruments with all bars (excluding Bb + F#)
- Each student picks ONE “quiet word” and plays that word on all bars from A1 to A2 (to get Aeolian mode in ear)
 - Add two words...up/down the scale (experiment with duple and triple meters depending on words!)
 - Three, four words w/ different notes/variations
 - Work up to a four-word word chain playing up and down/neighbor tones (using B and F sparingly)
 - Try question & answer 8 beat improvisations around class (Question ends on E, answer ends on A)

2) Temple Block Exploration “Game” and SPEECH ONLY:

Move how the instrument sounds. (Heavy, light, separated, smooth)

- Explore several different sounds
- Focus on light and separated sounds → encourage tip-toe.
 - When temple blocks end, students will make a “Shadow Statue” (maybe pictures of shadows throughout the room...)
- Speak “**Tip-toe, tip-toe, tip-toe**” while moving feet to rhythm around room/in self space. (breathy, whisper voice, *as if only breathing the words*)
- Add in “**don’t you MAKE A SOUND**”
 - Students will make a different shadow statue for each uppercase word (Imagining their body hiding behind different objects) then continue tip-toeing
- Introduce body percussion for B section in self space.
 - Stamp, Pat, Clap, Snap, Clap Pat Stamp (R), Stamp (L)
 - Stamp (R), Pat, Clap Snap Stamp (R), Stamp (L)
 - (eventually becomes | B C D E | D C B A :|| “**Swift and quiet feet are moving, silent shadows are emerging**”)
- Review from “*Tip Toe...*” and PREP melodic contour with feet (Tip-toeing side to side/left to right) -Use polyspots if needed!!
- Add “**Whisper, whisper, whisper, whisper HUSH!**” as bouncing in self space with “creeping arms” (represents ‘thirds’ apart)

3) Putting it together:

- Review speech and body percussion parts
- Transfer “Tip Toe” Melodic contour from feet to bars (Starting on E)
- Transfer B section to instruments (Give the starting pitch as B and allow them to transfer body percussion to bars)
- Review how many “Whispers” there are before “HUSH” → Xylos (and recorders in the future...) may play either “C-B, E-D, A-G” (after COVID, break out tenor and alto recorders for the two note pattern)
- Students may also independently practice the glissando
- BX and AX play Octave Es as accompaniment
- All who are able, sing the text. small groups of movers may tip toe and make shadow statues while others play arrangement.

Extensions:

- Add additional text to repeated A section,
- Shadow/mirror exercise with groups/partners...
- Word chain rondo with quiet words and instrumental piece



HUSH!

Score created with the free version of Flat - <https://flat.io>

Melody Adapted from MFC Vol. IV, #7, p6

Arr. E. Shaner

$\text{♩} = 90$

The musical score is arranged in two systems. The first system includes a vocal line (V/SX) and three instrumental parts (V2, R/SG, AX). The second system includes a vocal line (V/SX) and three instrumental parts (V2, R/SG, AX). The tempo is marked as quarter note = 90. The key signature has one flat (B-flat) and the time signature is 2/4. The score includes lyrics and dynamic markings such as *pp* and *SHH!*.

System 1:

- V/SX:** Tip - toe tip - toe tip - toe Don't you make a sound. Swift and qui - et feet are mov - ing.
- V2:** Rests, followed by a *SHH!* instruction.
- R/SG:** Rests, followed by a melodic line.
- AX:** Accompanying melody.

System 2:

- V/SX:** Si lent sha - dows are em - er - ging - *pp* Whis - per whis - per whis - per whis - per HUSH!
- V2:** Rests.
- R/SG:** Accompanying chords, marked *pp*.
- AX:** Accompanying melody, marked *pp*.