

WELCOME BACK TO SCHOOL - Utilizing R.U. #69

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This is an oft-used piece from RU, with tons of variations on the text - feel free to adjust to fit your classroom setting, or how you've learned this piece in the past. Check out the piece from Rhythmische Übung to get the rhythm, and see the original body percussion score! I typically use this at the beginning of the year, but this would also fit after any long break from school, and can be adjusted to fit any time of year. I learned the text from my Level I course with Kristine Wolfe!

||: Welcome back to school
Welcome back to school
We'll be singing, we'll be moving,
We'll be playing, while we're learning :||

Musical musical *singing*
Musical musical *moving*
Musical musical *playing*
Learning learning leaRNING LEARNING (crescendo this phrase)

Welcome back to school
Welcome back to school
We'll be singing, we'll be moving,
We'll be playing, while we're learning

Welcome back to school
Welcome back to school
We'll be singing, we'll be moving,
We'll be playing here at school.

Process:

1. Introduce students to your room with the temple blocks, exploring different beat patterns. Have students move through space to the various steady beats or ostinati you use.
 - a. If you can, let a student play patterns on temple blocks for the class!
2. Eventually, work your way to a slow-ish walking pulse, about 50 BPM.
3. Introduce the text with a stomp to this pulse (ends up being the half note).
4. Repeat until students are able to join you (simultaneous imitation), while stomping.
5. On the B section, all the words are clapped. I typically have the students clap "singing" "moving" and "playing" as a response to me clapping "musical musical".
 - a. Work on this however you'd like until students are proficient
 - b. Discuss how this part is different from the first - label separately as A and B
6. Add the last A section, with the ending: "Here at school". These last three words are stomped.
7. Try the whole text! If desired, add the other body percussion elements one at a time.
8. Take away the words and perform the body percussion piece!
9. This can be transferred to barred instruments for F/D group pentatonic improvisation. I play a doubly moving drone, notated below, that keeps the tonality murky. Students rotate instruments during the B section. Loop the A and B sections as long as you want. Have students take solos, use a question and answer form, write a melody to it together - the possibilities are endless!

