

Lesson suggestion 3 “Spring Breezes” ages 13-16

From the curriculum:

- Songs, melodies and accompaniment in an ensemble form
- Playing musical patterns by ear in different genres
- Rhythmic and melodic improvisation
- Musical representation where different forms of expression are combined
- Vocal expressions in different genres
- Chord and melody instruments, bass and percussion for playing in different tone and time signatures
- Rhythm, tone and dynamics, pitch, tempo, periods, time signatures, verse, chorus and chords
- Musical symbols and notation systems, notes, tablatures and chord descriptions
- Classical music, folk and popular music from different epochs

Material: tape, instruments for accompaniment (piano/guitar/bass/drums/percussion), instruments for melody (different xylophones)

Preparation: tape five note lines and five ledger lines on the floor

- Entering the room-music: “Slangen” by Filarfolket - Questions: What instruments? What genre and why? Short talk about Swedish folk music.
- Playing catch with a pulse:
 - One is hunting the others but also deciding how to move (in pulse).
 - When someone is caught they decide a new way of moving (still in pulse) and they are now the new hunter. Music I chose: “The wolf” by The Spencer Lee Band.
- Working with the meter of 3
 - Music: “Farfars vals” by Monica Zetterlund, “The jitterbug waltz” by Chet Atkins and “Waltz for Koop” by Koop.

-Walk the pulse
-Find the one and clap it with a large circle in your hands
-What meter?
-Switch hands and feet
-Clap the one and the three
-Switch hands and feet
-Back to the pulse in your feet and add the pulse somewhere with your arms in movement

-Back to the large circles and extend it over two bars
-PATTERN: 8 bars clap 1 and 3, 8 bars pulse in feet and movement with arms in pulse, 8 bars clapping the large extended circles
-Divide the group in three and do the pattern as a canon

Vårvindar friska

The musical score for 'Vårvindar friska' is written in 3/4 time and consists of two staves. The first staff has a key signature of one flat (Bb) and a common time signature of 3/4. The melody is written on a treble clef. The second staff is a bass line, also on a treble clef. Chords are indicated above the notes. The chords for the first staff are: Dm, (Bb), A7, Dm, Dm, (Bb), A7, Dm. The chords for the second staff are: F, C7, A7, Dm, A7, Dm, (Bb), A7, Dm.

- Vårvindar friska - walk the pulse and sing the song.
- Note lines on the floor:
 - Repeat the names of the notes and talk about how they are placed on and between the lines.
 - Lay down big paper note heads on the note lines.
 - Sing the note names together as 5-6 persons walk them on the lines.
 - Add melodic instruments playing the scale following the feet.
 - The instrumentalists follow one person at a time - slow tempo and not too large steps in the note lines.
- Orchestra to accompany the song:
 - Play one of the rhythms from the beginning of the lesson. The large arm movement, the pulse, the 1 and 3 or any other rhythm of choice.
- Improvisation part to the song where the band plays:

| | | | | | | | |
|----|----|----|----|-----|-----|-----|-----|
| dm | dm | dm | dm | D11 | D11 | D11 | D11 |
| dm | dm | dm | dm | D11 | D11 | D11 | D11 |

- Structure of playing the song:
 - Song-group - singing the melody.
 - Note lines group - improvising melodies with their feet one at the time.
 - Followers on melodic instruments - follow the note lines, group feet on their instruments.
 - Band - accompanying the whole song including the impro parts.

Play dm as an intro and begin the song on que:

intro

song

impro

song

impro

song

- Switch groups so everybody gets to try the different parts.

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