

AOSA Virtual Symposium
Nov 14 & 15, 2020

"Percussion/Found Sound"
with Chris Judah-Lauder

cjudahlauder2@gmail.com www.chrisjudahlauder.com

Permission is granted to use these materials in a classroom setting. Every effort has been made to use folk melodies and poems that are traditional or in public domain. Other melodies and all arrangements, unless otherwise noted, have been written by ©Chris Judah-Lauder. Any use of these materials in a workshop or public setting with adults, without the clinician's permission, is prohibited.

Macaroni by ©Chris Judah-Lauder

Grade: 4th+

Materials/found sounds: Paper plate & wooden spoon; Bowl & spoon, Shaker or box of macaroni; Two spoons

Materials needed to extend to upp: Low drum, tambourine, woodblock/clave, cowbell

Focus: Perform layered ostinati with speech, found sounds and unpitched percussion
Experience call and response
Create intro and coda through collaboration

Suggested teaching Process.

1. Class discussion about macaroni.
2. Teach parts through speech in the following order
 - a. Shaker (Make sure they do not speed up)
 - i. S speak macaroni, T does all other parts.
Switch parts. Do all.
 - b. 2 spoons, (show rest with hands)
 - c. Bowl/spoon (Speak "stir" and count the whole notes with fingers)
 - d. Stomp/plate: With this part, use stomp and clap.
 - e. Layer in each part, one at a time.
3. Transfer the same parts to found sounds.
 - a. Review all parts. Transfer to found sounds and layer in one at a time using the same order as above.
4. Break Room/Group work:
 - a. In small groups, give students the opportunity to practice all parts. Ideally, each student should take one part. Practice doing all parts and create an introduction and coda. (Keep it sweet and short by making them the same.) Be prepared to come back and perform for class.
 - b. With students, discuss rubric. See next page. Obviously, with Covid, this may need to be altered.



c. Rubric for grading.

- i. Note when you put students in groups, give them a list of expectations, regardless if you are grading. If they ask for the words visually, do provide them via: PPT, Google slide, Smart, etc.

Macaroni Grade ____ Date ____

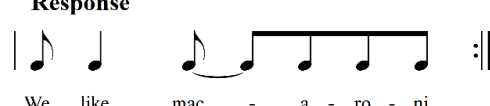
Group	Intro	Steady Tempo	Correct Rhythms	Balance	Coda	
	3	2	1	1	3	10 TOTAL
1						
2						
3						
4						
5						

With class, create an introduction and coda. Perform

- d. Intro
- e. Shaker
- f. Add 2 spoons
- g. Add bowl & spoon
- h. Add plate
- i. Coda

Extension possibilities.....

- 1. Create a Call and Response Call: (Teacher): improvise over 4 counts
Response (student): We like macaroni!

Call	Response
: -	

If needed, simplify response to: ta, ta, ti-ti, ti-ti

Once the students are comfortable with this, ask a S to do the “call Part”

Break Out/Group Work: With your small group, practice the call and response.

Those who are comfortable, work on the call part. Come back and share with class.

3. Extend your form. Perform with speech only, then layer in found sounds one at a time.

4. Create a B Section!! (This could be group work)

5. Transfer all parts to unpitched percussion. See below.

Macaroni

©Chris Judah-Lauder

Shaker
Ma-ca-ro-ni I do like it! Ma-ca-ro-ni YOU do like it! Ma-ca-ro-ni WE do like it! Ma-ca-ro-ni TRY IT NOW!

Stir inside bowl
Hit bowl w/spoon
Stir _____ It is so good! Stir _____ It is so good!

2 spoons
1 Mac 2 Mac Now try 3 Mac!

Hit plate
Stomp
One _____ Two _____ Three _____ Four And

Other options:

Stomp: Travel one step forward on each quarter note. On final time, do not speak or stomp on the word (and).

Shaker: Use a box of macaroni. On accent, move box high in the air

Bowl and spoon: On words "It is so good", tap side of the bowl with spoon;

2 Spoons: Flip spoon/s 1/2 in air and catch on the two consecutive rests (Do not flip spoons on the third measure.)

Extensions:

- Transfer to unpitched percussion
- Shaker: clave or woodblock
- Bowl & spoon: tambourine
- 2 spoons: cowbell
- Stomp and Plate - Low tubana drum (bass and tone)

Found Sounds Protocol

- Be sure the students get permission from their parents/guardians.
 - When in the classroom, I would email a letter explaining what we were doing. Found sound needs to fit in their locker or backpack.
 - If you need found sounds, many times parents will donate items. Kitchen, garage, etc.
 - In the classroom, I would keep a bin for each class I was working with to hold their found sounds. With Covid... that will not work.
- When teaching a song with found sounds, teach words first. Add the found sound later. This becomes the "carrot" to work hard.
- When working with found sounds in the classroom, I ask the students to put the found sounds on the floor one foot in front of them.
- Sometime in the future, arrange students in a circle with their own found sound. Rotate students so they have an opportunity to play other found sounds (if the students give permission).

Who's Got? By Chris Judah-Lauder (Quick little warm-ups using found sounds)

1. Exploration with found sounds

Define timbre: the tone or quality of the sound

- Ask students to find 2 different timbre sounds on their found sound instrument. Explore and share with class.
- Ask student to give a descriptive word for the timbre of their found sound
 - For ex: warm, smooth, bright, soft, dark
- Find 3 different timbre sounds: explore and share with class.
- Using at least 2 different timbres, create a short ostinato. Explore and share.

Echo imitation

- T plays a 4-beat pattern. S echo the pattern.

Rhythms to be Completed

- T plays 4 count rhythm, S play a different 4 count rhythm.
- Switch parts.
- Note: There are many examples in Volume I pg. 64-65 Carl Orff/Gunild Keetman

Improvisation: Question and Answer

Improvisation: make up something as you go with guidelines.

- a. Guidelines: keep a steady beat, don't over play, make it musical, relate your answer to the question
- b. Practice Q and A. Teacher plays Q, Students answer, ending with a quarter rest on beat 8. Switch parts

2. Teach song. Who's Got? By Chris Judah-Lauder

- T: Speaks: Who's got the shakers. S: Speaks: I've got the shakers.
- T: Play them now, after me!
 - T: improvises for 8 counts
 - S: plays something for 8 counts BUT you must have a rest on count 8
- *Switch parts: S (or a small group) does the Q, Class answers with Answer.*

3. Who's Got: with all the found sounds/upp/body percussion.

- T: Who's got the pretty spoons S: I got the pretty spoons.
- T: Play them now, after me....
 - Who's got the big bowl?
 - Who's got the shakers?
 - Who's got the cowbell? (Oh my.... They ALL want this part!!)
 - Who likes to stomp and clap?
 - Who likes to turn around?
 - Who likes to pat and clap? Etc.

Switch parts: Student plays the question, the class answers.