

Suggestions for Using CDs

Music For Dancers

(Suggestions for educational music and movement experiences)

1. Pulsation (3:18)

Form: AB repeated

Grouping: 4/4

Pace: Moderate

Mode: Mixolydian on D

Description:

Melodic pulses of different speeds layered together; Rhythmic pulses of different speeds layered together. Synthesized keyboard and percussion sounds.

Suggestions:

-Since the music is AB form, explore opposite movement concepts, changing when the music changes: self and general space, big and small, different directions, multi and single focus, sharp and smooth energy, free and bound flow, shaping (non locomotor) and moving (locomotor), dance with upper/lower body, with or without a prop, mirror and shadow with a partner, dance with one body part, then change to a different one.

-The music is layered in pulses (whole, half, quarter and eighth notes). Practice shaping to the slowest, fastest or medium pulse; walk to the different pulses around the space; stomp on the slow pulse, pat your body on the medium pulse, clap your hands on the fast pulse; try playing these different pulses on small percussion instruments or found sounds; 1/2 the group plays the fast pulse, 1/2 of the group plays the slow pulse.

-Move in body percussion or shaping for the A section; play percussion instruments or found sounds for the B section.

-Make up repeated rhythmic patterns (ostinati) to the music and play them with instruments or body percussion.

-For the A section, the leader plays or moves a four or eight pulse phrase; the group echoes it back; the leaders plays or moves a four or eight pulse phrase (question) and the group changes it as they answer back with a phrase of their own; on the B section, walk to a new instrument or space.

2. Blocks (3:13)

Form: AB repeated

Grouping: 4/4

Pace: Moderate

Key: C Pentatonic

Description:

Rhythmic and melodic patterns are layered together and repeated in question/answer phrases. Includes drum breaks. Soprano recorder, xylophones and percussion.

Suggestions:

- Since the music is AB form, see the suggestions for "Pulsation" for additional ideas.
- Dance with a partner, dance away; repeat.
- Practice opposites: up/down, right/left, in/out, etc.
- One partner (or the leader) plays or moves four or eight pulse rhythmic phrase and the other partner (or group) echoes it back; take turns being the leader.
- Clap the patterns of the piece; what is the pattern of the recorder? The marimba? The rhythmic breaks in the percussion ensemble?
- Make up a folk dance for this music with your students. Start simply: walk around the circle for 16 pulses, then go in to the center for four pulses and out for four pulses (repeat). Add percussion instruments or clapped rhythms.
- Improvise on xylophones (wooden barred instruments) in C pentatonic (no F's or B's) with the music; improvise a drumming ensemble on the breaks.

3. Twos & Threes (3:16)

Form: ABC repeated

Grouping: 3/4, 2/4 and 5/4 (alternately)

Pace: Moderate

Key: G Major

Description:

The same, Elizabethan melody is set in groupings (meter) of three, two and three + two alternately. Recorder, glockenspiel, cello, strings, guitar and percussion.

Suggestions:

- Since the music is ABC form, three different movement concepts or aspects of the same concept: small, medium, big; forward, backward, sideways; curved (A) straight (B) or zigzag (C) pathways; smooth, sharp, smooth and sharp together; waltz, turn, spin or rock for (A), march, hop or run for (B), combine movements for (C), i.e. waltz-run.
- Move with the strong and light patterns for each sections: (A) 3/4 is strong-light-light; (B) 2/4 is strong-light; (C) 5/4 is strong-light-light-strong-light.
- Play body percussion or a small percussion instrument on the strong beats of each section.
- Create a hand clap pattern with a partner that "fits" for each section; create a hand clap pattern with a partner for (A) and (B) and dance away to find a new partner on (C).
- Play metal instruments (triangles) on (A); play wood instruments (woodblocks) on (B); play skin instruments (hand drums) on (C).

4. The Hi-Lo Waltz (3:06)

Form: ABCD repeated

Grouping: 3/4

Pace: Moderate

Key: F Major

Description:

Music using low pitches (iguana), medium pitches (duck) and high pitches (butterfly) are played separately and together. Contra bassoon, clarinet, harp and piano.

Suggestions:

Move big on (A), move medium on (B), move small on (C), pick your favorite on (D); repeat sequence throughout the song; try the same idea using different directions, levels or pathways.

-For (A) move like an iguana (low and slow), for (B) move like a duck (middle and moderate), for (C) move like a butterfly (high and fast), on (D) pick your favorite animal.

-Practice moving in a strong-light-light pattern to the music; create rhythms with body percussion or small percussion instruments that fit in a 3/4 pattern; create a repeated pattern in 3/4 to do with a partner or small group;

-Try out a variety of locomotor and nonlocomotor movements to the music: waltz, swing, turn, twirl, roll, sway, etc.

-For (A) move with strong weight, for (B) move with medium weight, for (C) move with light weight, for (D) move using different weight; try the same idea using sharp and smooth energy.

-In trios, create negative shape play: for (A), two people freeze in a shape and the third dances around them, piercing the "holes" in their shape; for (B), change the dancer; for (C), change the dancer; on (D), dance away to find a new trio.

-Practice sequences of on and off balance; use props or partners to vary the work.

5. Ladders (3:24)

Form: AB repeated

Grouping: 4/4

Pace: Moderately fast

Modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, Ionian

Description:

Ascending and descending scales of different modes and speeds are combined with various accompaniments. Synthesized keyboards, harp and strings.

Suggestions:

-See ideas for other AB form songs on this CD.

-As the music goes up, grow; as the music comes down, shrink; play with different ways of expanding and

contracting from your center (core-distal connectivity).

-Travel forward on the ascending scale, backward on the descending scale, then freeze on the pause; try different directions, pathways and levels.

-Rise and fall with the melody of each scale.

-Each scale is repeated three times: slow, medium, fast. Practice moving at different speeds.

-Start out in bound flow (shape) and gradually melt into free flow movement; repeat the sequence in reverse, with the change of pitch and speed of each scale.

-Mirror with a partner for the first modal scale sequence, change the leaders for the second one; try the same thing with shadowing; in a trio, one person could lead the mirroring for the slow scale, the second for the medium scale and the third for the fast scale.

-Practice locomotor and nonlocomotor movements in different combinations to the music.

6. The Space Between Your Ears (3:03)

Form: AB repeated

Grouping: 5/4 and 4/4 (alternately)

Pace: Moderate

Modes: F Lydian and G Mixolydian

Description:

Various intervals are combined in melodies and harmonies alternating between the Lydian and Mixolydian modes. Lydian: 2nds, 4ths, 6ths and octaves; Mixolydian: 3rds, 5ths and 7ths. Synthesized keyboards, harp, strings and percussion.

Suggestions:

-See other ideas for AB form songs on this CD.

-Explore opposites through music: free and bound flow; strong and light weight; sharp and smooth energy, self and general space, single and multi focus, off balance/on balance, etc.

-Dance with a prop for (A), dance without a prop for (B).

-Move strong and light in regards to each grouping (meter); play rhythmic patterns for each section with body percussion or instruments; practice playing pulses of different speeds with the music; walk to the pulse and play your instrument in a pattern.

-Sit behind your partner and tap the pulse on her shoulders; when the music changes, change positions.

-For the first section (2nds) move a small body part (finger); with each additional section, move a larger body part until you are dancing with your whole body on the last section.

7. Motivation (3:28)

Form: ABC repeated

Grouping: 2/4, 4/4 and 6/8 (alternately)

Pace: Mod. fast - Mod. slow

Key: C Major

Description:

The same melodic motive is used to create three contrasting pieces of music: The Clown, Montuno and Medieval. Glockenspiel, celesta, strings, recorders, marimba, small percussion, harpsichord and harp.

Suggestions:

-See ideas for other ABC form songs on this CD.

-Half of the group moves with nonlocomotor movement while the other half freezes on (A); When the music changes, the freezers move with locomotor movement and the movers freeze (B); on (C), both groups dance using locomotor and nonlocomotor movement.

-Choose three different aspects of a concept to practice with the three sections of the music: high, middle, low levels; zigzag, straight and curved pathways; small, medium and big size; forward, backward and sideways directions, etc.

-Create a movement motive that you can repeat. Change the way you dance your motive for each contrasting section of music.

-Pat the pulse of each section on your body; walk around the room to the pulses; play the pulses on a variety of percussion instruments.

-Make a shape on the strong pulses of each section; add a sound with vocals or instruments.

-Play pulses or patterns on a variety of percussion instruments or with body percussion: snaps or triangles (A), claps or woods/shakers (B), pats or hand drums (C); repeat the sequence.

-With a partner, move or play a four or eight pulse phrase and have your partner echo or contrast you.

-Choose three hats, one for each section and dance in a characterization for each section; choose three props and dance similarly.

8. Bolivia (3:00)

Form: ABC repeated

Grouping: 4/4

Pace: Moderate

Key: C Pentatonic

Description:

Question/answer and echo phrases are repeated with melody and rhythm instruments over a South American style drum ensemble. Panflutes, recorder, drums and small percussion.

Suggestions:

-See ideas for other ABC form songs on this CD.

-Half of the class makes shapes to the pulse of the music while the other half freezes (A); half of the group does locomotor movement while the other half freezes (B); on (C), combine the shapers and the locomotor movers.

-Choose locomotor movements that fit with the strong-light pattern of this music in two: walk, run, hop, step-touch, grapevine, etc.

-One partner moves sharply for the first phrase, the other moves smoothly on the second phrase; try the same sequence using strong and light weight or other opposites.

-Play Question/Answer with a partner using body percussion or instruments; with younger students, play the game with teacher and group.

-Mirror and shadow with or without objects.

-Practice playing or moving to pulses of different speeds in the music; make shapes on the pulses fast, medium or slow; create rhythmic patterns and play them with the music.

-Recorder students can easily learn this piece which uses the following notes: C, D, E, G, A, c, d (Sheet music available from Tree Frog Productions). Improvise using these notes.

-Make up a hand drum rhythm to accompany the melody.

9. Echoes & Shadows (4:11)

Form: AB repeated

Grouping: 4/4

Pace: Slow

Mode: Dorian

Description:

A melody in canon, repeated accompaniment patterns and echo phrases are combined and varied. Piano, flute, guitar and percussion.

Suggestions:

-Great for stretching, yoga practice and dance technique exercises.

-Practice breathing, spinal roll downs and other relaxation techniques.

-Mirror with a partner (A); shadow with a partner (B).

-Create a dance of 32 pulses to the music; perform the sequence in a four part canon with the music.

-Dance with scarves, ribbons or streamers. Create weaving patterns with a small group.

-Great music for the BrainDance!

10. Rondo ala Copland (3:26)

Form: Rondo

Grouping: 4/4

Pace: Fast

Key: C Pentatonic

Description:

In a tribute to the great American composer, Aaron Copland, a theme is repeated (tutti) between folk melodies on solo instruments. Xylophones, recorder, percussion, timpani and solo instruments.

Suggestions:

- See ideas for AB form songs on this CD.
- Dance with your whole body (A); dance with one body part (B) (C) (D) (E) etc.
- Dance with a partner for (A); dance alone on (B) (C) (D) etc.
- March around the space and play a percussion instrument on the steady pulse (A); put your instrument down and dance freely through the space to a new instrument (B) (C) (D) (E) etc.
- Create a dance combination (16 pulses) and repeat it (A); freely improvise on (B) (C) (D) etc.; Make up a body percussion section for (A); improvise rhythms for (B) (C) (D) (E) etc.
- Sing the folk melodies with your group; play the melodies on the recorder; teach your class the orchestration (from *Inspirations*).
- Make up words to the melody for (A) with your group.

11. Pulsation (3:18)

Form: AB repeated

Grouping: 4/4

Pace: Moderate, slow and fast (alternately)

Mode: Aeolian

Description:

The same theme is re-orchestrated and played at three different speeds. Synthesized keyboards, guitar and percussion.

Suggestions:

- See ideas from other ABC form songs on this CD.
- Move at a medium pace (A), move at a slow pace (B), move at a fast pace (C).
- Play the medium pulse (A) on a hand drum, the slow pulse (B), the fast pulse (C).
- Dance with different weight or energy corresponding to (A) (B) and (C).
- Play the pulse or patterns of each section with a different percussion instrument: woods (A), metals (B), shakers (C).
- Create a 48-count movement or rhythmic sequence; play it at the three different paces.

12. Quiet In The Library! (2:51)

Form: ABC repeated

Grouping: 4/4

Pace: Moderately fast

Key: G Major

Description:

The main theme is played soft and loud, alternating between soft and loud sections based on rhythms from familiar nursery rhymes. Piano, cello, bass, glockenspiel, harp and percussion.

Suggestions:

- Dance opposites for the soft and loud sections: light & strong, bound & free, sharp & smooth.
- Dance small on the soft sections, big on the loud sections.
- Sing the song with your students; play the orchestration (available from Tree Frog Productions).
- Play the steady pulse on your body; play it on a percussion instrument.
- Play the rhythmic patterns on your body; play them on a percussion instrument.
- Tap a pulse, slow, medium or fast on your partners shoulders; when the music changes, trade roles. Move the pulses into your feet.
- Nonlocomotor movement for the quiet sections; locomotor movement for the loud sections.

13. Staccato Legato (3:01)

Form: AB repeated

Grouping: 3/4

Pace: Moderate

Key: G Major

Description:

A staccato section (short, quick) of music alternates with a legato section (smooth, sustained) of music. Marimba, xylophone, strings, piano, recorder, flute and percussion.

Suggestions:

- See ideas from other AB form songs on this CD.
- Move in opposites: sharp & smooth, light & strong, bound & free, small & big, etc.
- Nonlocomotor movement for (A), locomotor movement for (B).
- Play or clap the quarter note (walk walk) pulse; play or clap the eighth note (running) pulse.
- Pat or play the strong-light-light grouping (meter) of the song on your body or a hand drum.

- Play wood instruments on the pulse or patterns (A); play metals instruments on the pulse or patterns (B).
- Learn the melody on the soprano recorder; sing the words to the song with your students (available from Tree Frog Productions).

14. Fairydance (2:47)

Form: AB repeated

Grouping: 5/4

Pace: Moderately slow

Mode: Lydian

Description:

A light, magical melody in Lydian mode alternates with a melody in Ionian mode (C major). Glockenspiel, piano and strings.

Suggestions:

- See ideas from other AB form songs on this CD.
- Practice the strong-light-light-strong-light grouping on your body; play the strong pulses on a hand drum.
- Create a dance about a seed growing into a flower, dying and returning to the earth.
- Dance with bound flow (A); dance with free flow (B); move high (A) and low (B).
- Move with light weight (A) and strong weight (B); dance with scarves (A) and without scarves (B).
- Improvise on glockenspiel for (A), triangles or shakers for (B).
- Create a dance story about a magical fairy (originally written for The Velveteen Rabbit).

15. Snap Clapple Stomp (3:54)

Form: AB repeated

Grouping: 12/8 and 4/4 (alternately)

Pace: Moderate

Unpitched percussion piece

Description:

Layers of repeated rhythmic patterns (ostinati) are created with snaps, claps, pats and stomps (body percussion).

Suggestions:

- Great for the BrainDance!
- Practice playing or moving pulses of different paces with the music; layer pulses, each group playing a different one simultaneously (whole, half, quarter, eighth).
- Improvise rhythmic patterns over the music using snaps, claps, pats and stomps.

- Create a chanted poem using the rhythms of the piece; chant ostinati (repeated patterns) against your poem to create an accompaniment.
- Transfer pulses and patterns of the piece to hand drums, congas or small percussion.
- Choreograph the piece using Stomp instruments: brooms, sticks, pans, garbage cans, etc.
- Works well for dance technique, feet exercises, aerobics.

16. Voices (4:10)

Form: Additive

Grouping: 4/4

Pace: Slow

Mode: Aeolian

Description:

Continuous, repeated layers of different voices including singing (vowels), vocal percussion (consonants), toning, over toning, humming, speech, whispers, chanting and baby laughter.

Suggestions:

- Great for BrainDance!
- Use for relaxation, yoga practice, stretching and breathing or feet exercises.
- One dancer starts moving; one dancer layers in with each addition of a vocal line.
- Create a body percussion accompaniment for the piece using ostinati (repeated patterns).
- Play or move the pulses of the piece: fast, medium and slow.
- Sing the parts or add other vocal lines using speech, sound effects and toning.

17. Ching Clop Boom! (3:55)

Form: ABACADA (rep.)

Grouping: 4/4

Pace: Moderate

Key: C Pentatonic

Description:

A pentatonic theme, combining wood, metal and skin percussion instruments alternates with ensemble sections from each percussion family (B = metals, C = woods, D = skins).

Suggestions:

- Great for BrainDance!
- Play all instruments together (A); (B) play metals, (C) play woods/shakers, (D) play drums.

- Dance together with your trio (A); solos (B) (C) and (D).
- Play or move to the pulse of the music; change your level or direction when the music changes.
- Play rhythmic patterns on your body or percussion instrument; change for each section.
- Explore different weight and energy for each section: (B) light, (C) medium, (D) strong, (A) all three.
- (A) travel through the space to find a partner; (B) mirror with your partner, (C) shadow with your partner, (D) shape with your partner.
- Practice opposites with each change of the music: high and low, locomotor and nonlocomotor, free and bound flow, with or without prop, multi and single focus, big and small, etc.

18. Funky Klunky (3:29)

Form: ABC repeated

Grouping: 4/4

Pace: Moderate

Key: E minor

Description:

Jazzy music combining wind, string and percussion instruments including clarinet, tenor sax, horns, honky-tonk piano and violins.

Suggestions:

- Great for jazz technique, foot exercises, dance warm-up.
- Walk to the pulse; snap on the off-beat.
- Play shape museum. Make a shape, your partner dances away to copy someone else's shape. If someone copies your shape, you dance away to copy someone else. Vary the game.
- Practice working with props: balls, canes, instruments, hats, etc.
- Create rhythmic footwork sections and choreography for the piece.

19. Mango Walk (3:08)

Form: AB repeated

Grouping: 4/4

Pace: Moderate

Key: F Major

Description:

Lively, Caribbean music combining layers of rhythmic and melodic patterns. Instruments include marimba, xylophone, guitar, acoustic bass, recorder and percussion.

Suggestions:

- Practice BrainDance patterns.
- Teacher moves for 8 pulses; the group echoes her movements; repeat; try with a partner.
- Practice the mambo dance step; try other two or four count steps with the music.
- Choose a locomotor movement (walking); when the music repeats change it to a new one.
- Play the different pulses of the piece; play the rhythmic patterns of the piece; improvise your own patterns on small percussion.
- Sing the song and learn the orchestration (available from Tree Frog Productions).
- Dance using opposites in 8-count phrases: high for 8 counts, low for 8 counts; try other combinations: forward/backward, fast/slow, strong/light, sharp/smooth, etc.
- With a partner, dance with a prop (ball); partner one dances with the ball for 16 counts, then tosses it to the other partner who dances with it for 16 counts.
- Create a percussion ensemble based on the rhythmic patterns of the piece: use congas, bongos, claves, maracas, cowbells and guiros.
- Excellent for practicing combinations, dance technique or aerobic exercises.

20. Paraphony & Polyphony (4:23)

Form: AB repeated

Grouping: 4/4

Pace: Moderate

Key: E Major

Description:

Sections with parallel harmonies (in 3rds, 4ths, 5ths and 6ths) alternate with sections of polyphonic harmony. Harp, glockenspiel, synthesized keyboards, harpsichord and bass.

Suggestions:

- See ideas for other AB form song on this CD.
- Blind mirroring with a partner (A), negative shape play with a partner (B).
- Explore opposites: smooth & sharp energy, free & bound flow, single and multi focus.
- Dance smoothly with scarves (A); shaping with scarves (B).
- Practice playing the pulses of the piece with body percussion or small instruments; change the pace of the pulses, fast, medium, slow.
- Create a clapping routine with a partner for the (B) section; improvise movement around the space for the (A) section.
- Great for BrainDance, stretching, and timed, rhythmic exercises.

- Play metals instruments for (A); play woods or hand drums for (B).
- Teacher leads mirroring with the group for (A); free improvisation to a new space for (B).

21. Joyful NoyZ (3:47)

Form: ABC repeated

Grouping: 4/4

Pace: Moderate

Mode: Mixolydian on E

Description:

Funky, hip-hop style music with a repeated bass line accompaniment pattern. Synthesized keyboards, clavinet and percussion.

Suggestions:

- Create a hip-hop style choreography for the piece with your students.
- Great for BrainDance!
- Practice timed, rhythmic exercises, dance technique and aerobics.
- Shaping for (A), locomotor movement around the space for (B), improvise with snaps for (D). Each time (D) is repeated, change the body percussion (claps, pats, stomps).
- Create rhythms with a small group with Stomp type instruments: pans, brooms, buckets, garbage cans, etc.
- Pat the pulse of the piece on your shoulders; find the slow pulse; find the fast pulse. Play this pulse on a percussion instrument. Layer the pulses with other groups.
- Choose a prop and dance with it at different levels for each section of music.
- Create a drum ensemble improvisation on (C).



I Am The Song

(Suggestions for educational music and movement experiences)

1. Can You Feel The Happy Rhythm? (2:53)

Form: ABC repeated

Grouping: 3/4

Pace: Moderate

Key: D Major

Description:

Lively music in 3/4 time, in three contrasting sections. Guitar, piano, glockenspiel, recorder, xylophones