

★ “Air Des Bouffons” by The New York Renaissance Band, *Arbeau: Orchesographie*

The music and dances documented by Arbeau in *Orchesographie* are a wonderful resource for the classroom. The Library of Congress has made the pages of this book as well as other dance manuals available on their website at:

<http://memory.loc.gov/ammem/dihtml/dicatlg.html>

In addition, there are many video clips to provide a visual translation for the dance steps at: <http://memory.loc.gov/ammem/dihtml/divideos.html>

We will use this music to explore movement and to create a dance

WALK

- Forward
- Backward
- Sideways

TURN

- self
- partner
- in a circle

BOW/CURTSEY (level change)

- small, large
- low, middle, high
- body parts

- Explore these movement ideas alone and then with a partner
- Put ideas into 4 beat patterns
- Develop an partner dance with 4 sections (abca)



★ *Queen, Queen Caroline* (trad.)

★ *Music for Children, Vol. I, #3 pg. 95*, Carl Orff and Gunild Keetman

Queen, Queen Caroline

Washed her hair in turpentine

Turpentine to make it shine

Queen, Queen Caroline

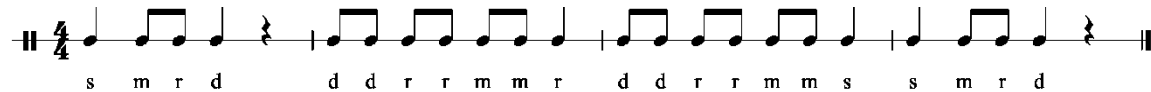
- Learn poem through echo imitation
- Analyze form
- Review “royal” dances – do they fit the poem?
- Partners join with another pair to form a small group
- Put ideas together to create a dance that matches the form of the poem

A section: Music for the royalty! (adapted from MFC Vol. I, #3 pg. 95 meas. 5-8)

- Vocal warm-up in pentatonic: isolate s-m-r-d, and d-r-m
- Move to instruments, (C-pentatonic)
- Find: s-m-r-d and d-r-m patterns on the instruments

Add rhythm through exploration

Final melody



Add: BX playing 8th note pulse on C

Add: melodic ostinato: m-r-d-r (e-d-c-d)

E
D
C

- alternating mallets
- left hand only, right hand only
- reverse the pattern (c-d-e-d)
- is it possible to play both patterns at the same time?

Develop B section: Improvisations

We will choose from:

1. s-l-m vocal improvisations: “Queen, Queen Caroline, washed her hair with _____”
2. s-l-m (G-A-E) recorder improvisations: 2 measures of quarter notes
3. Pentatonic barred percussion improvisations: focus on melodies that move in steps and small skips, establishing tonic or the “home tone”

Which options will work for various grade levels the best?

Final performance: We will create a form choosing from....

- Drumming/poem
- Dances
- Original melodies/improvisations
- Melody from MFC