

RHYTHM



MELODY

la, ti, do re mi

La Pentachord Round, cont.

PATHWAY TO *Ensemble*:

Two melodies with level bordun and UTP ostinato

- Model patting the **BX/BM level bordun**, moving low to high to low. Ask the students to join you when they have figured out the pattern. (**simultaneous imitation**)
- Transfer the **level bordun** to **BX/BM** and combine with the melody.
- Perform the **SX** part for the students. Ask them to notice ways in which the **SX** part resembles the main melody and ways in which it is different. (It features a descending, rather than ascending scale. The $\frac{1}{8}$ patterns jumps an octave.)
- Teach the **SX countermelody** through **echo imitation**.
- Combine the two melodies. Lead a discussion about **contrary motion** by having the students compare the direction of the first and third measures of the **SX** and **AX** parts.
- Add the **level bordun** to the two melodies with **contrary motion**.
- Add one of the student-created **UTP ostinati** to the arrangement.

La Pentachord Round (ensemble)

Roger Sams

SX

AX

BX/BM

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PATHWAY TO *Creative Movement*: Sudden shapes and smooth locomotor movements in a round

- Ask the students what type of movement or dance would be appropriate for a *la*-based melody like the *La Pentachord Round*. List possible themes on the board. (creatures, skeletons, warriors, etc.)
- Begin with individuals in **scattered space** throughout the room for movement exploration.
- Accompany the exploration on **UTP**, playing the rhythm of the *La Pentachord Round*.
- Have the students explore **sudden movements** on the quarter notes, and remain stationary on the rest.

This lesson is from Purposeful Pathways: Possibilities for the Elementary Music Classroom, Book Three by Roger Sams & Beth Ann Hepburn. To purchase Purposeful Pathways from MIE visit: www.MusicIsElementary.com