Allegro/Andante:
Talking Tempo in the Early Childhood Classroom
Shana Tucker, Wolf Trap Teaching Artist
Professional Development Session for Early Childhood Teachers
Wednesday, June 6, 2018
12:45 - 1:45 pm
Rehearsal Hall A -- The Woodruff Arts Center, 1280 Peachtree Street, NE Atlanta GA 30309

ABOUT SHANA TUCKER
Shana Tucker is a ChamberSoul cellist and singer/songwriter, currently living in Raleigh, NC. A front-line advocate for arts education, Shana has been a teaching artist with Wolf Trap Institute for Early Learning Through the Arts for the past three years in both Nevada and North Carolina. She is also an A+ Schools of North Carolina Apprentice Fellow. Shana incorporates artist-in-residences, workshops and community outreach opportunities whenever possible, wherever in the world her performances take her.

-- www.shanatucker.com

ABOUT WOLF TRAP INSTITUTE FOR EARLY LEARNING THROUGH THE ARTS
The performing arts can make us feel many different types of emotions; they can also help us succeed -- as students, professionals, and citizens of the world. The arts help very young children learn critical skills—creativity, collaboration, math, language arts, imagination, and prepare young professionals to be innovative thinkers and creative problem-solvers—traits that today's competitive business world values highly. The arts help all of us understand and embrace cultural diversity as the language of an interconnected world community.

At a critical point in children's lives, the Wolf Trap Institute uses the arts to improve learning.

Imagine the challenge for teachers, whose mandate is to make sure children develop a daunting array of academic and social skills during this short window of time. They need to be highly creative in the classroom—and they deserve the best tools possible.

Through Wolf Trap's Institute for Early Learning Through the Arts, teaching artists work side-by-side with teachers in their classrooms with the children to train teachers to use performing arts techniques to enhance instructional practice and achieve curriculum goals set for the children.

-- www.wolftrap.org/education
Building Arts Vocabulary Through Music & Movement
Through the use of musical terms, children will be able to describe “speed” (velocity) as Tempo; “fast” as Allegro; “slow” as Andante (or Largo if you would prefer to use words that don’t both begin with the letter ‘A’). Children will also be able to identify characters according to their “recurring theme” as Motif or Melody.

A scaffolded step will be to introduce the concept of “positions” or “levels” as Pitch using High and Low tones that the children discover by responding to the sounds they hear.

Using Music & Movement to Describe Speed as “Tempo”
In one experience, children will be able to use their imagination to team up with their partners and move according to the changing tempos of the music. In another experience, children will listen to the tempos associated with different characters of a story (as played on cello), and be able to distinguish between the two.

The addition of music will also help to restate/reinforce new vocabulary associated with the quality of movement as the music and sounds change.

Today’s Arts Focus: TEMPO
- The TEACHER will be able to:
  - Introduce new arts vocabulary to describe speed (Tempo/Allegro/Andante/Motif/Melody)
  - Use observational language to acknowledge children’s choices

- The CHILDREN will be able to:
  - Use body movement to exhibit Tempo/Allegro/Andante (speed/fast/slow)
  - Identify difference between Allegro and Andante
  - Identify a character theme through Melody or Motif
  - Use movement exploration to identify relationships between objects

Linking the Arts to Vocabulary by:
Using Imagination | High-Low Positioning | Fast-Slow Movement | Musical Themes
INTRODUCTION:

- **RITUAL/WELCOME-HELLO:** “Hello/How Are You?” or “Everybody’s Got a Name” song
- **SET-UP/WARM-UP:** “Hip Hop Warm-Up Song” by Gary Lapow

  - **WELCOME/HELLO:**
    “HELLO/HOW ARE YOU?” by Ella Jenkins
    “Hello! Hello! Hello and how are you? I’m fine! I’m fine! And I hope that you are, too!” (3x is usually good once they know it)

  - **EVERYBODY’S GOT A NAME** SONG:
    “I’ve got a name, you’ve got a name, everybody’s got a name...what’s YOUR name? Please say it again? (NAME) it’s nice to meet you, I’m happy to know your name!”
    (Use hand gestures: point to yourself; point to them; then circle your arms for “everybody”)

  - Introduce slide whistle for **Pitch** (High/Low) and **Tempo** (Allegro = fast; Andante = slow) changes

  - **WARM-UP SONG:**
    “HIP HOP WARM UP SONG” by Gary Lapow
    “Hip-Hop...Now STOP!”
    *** Follow song movement prompts; call & response verbal cues. ***
    - Start standing up
    - End seated

**Teacher Role:**

- **Will** play the steady-beat rhythm on drum or rhythm sticks for “Everybody’s Got a Name”; if there isn’t a recording for “Hip Hop Warm-Up Song”, will play Steady Beat all the way through. If there is a recording, Classroom Teacher will model movement and respond verbally to “Hip Hop Warm-Up Song” cues.

MAIN EXPERIENCE #01:

- Introduce arts vocabulary, **TEMPO** = speed, **ALLEGRO**=fast, and **ANDANTE**=slow
- Use Spotify musical examples to show:
  - ANDANTE: ex. *Fur Elise* - Ludwig van Beethoven or *Rainbow Connection* - Kenny Loggins and
  - ALLEGRO: ex. *Upside Down* by Diana Ross or *Take on Me* by a-ha

Pair off children into teams of two. Distribute activity scarves to one team member per team.
Sprinkle children and scarves with imagination dust to activate the students’ ability to “see” the activity scarves as a white ball.

Children will pretend throwing “balls” with activity scarves by turning the music, and asking students to “throw” their balls and catch them according to the TEMPO they hear. Alternate the songs a few times. Encourage children to use different levels and speeds to fully actualize the ball-throwing experience.

- Use slide whistle to have children sit down on their designated carpet places. Activity scarves are collected; make sure all imagination dust has been “dusted” or shaken off scarves and children.

Ask intentional questions:
- Open-Ended (i.e. children contributing possibilities, thoughts)
- Demonstration (i.e. “show me…”)
- Application of Learning (i.e. making connections to real world experience)
- Problem Solving/Critical Thinking (i.e. prediction)
- Factual Questions

**Teacher Role:**
- Model actions with TA. Help explore action with children, giving TA choices for movement and modeling Fast/Slow; repeat/reinforce arts vocabulary: “Tempo” = speed; “Allegro” = fast; “Andante” = slow

**MAIN EXPERIENCE #02:**

- Introduce arts vocabulary, TEMPO=speed, ALLEGRO=fast, and ANDANTE=slow
- Use story, “The Tortoise and the Hare” from Aesop’s Fables to introduce characters who exhibit contrasting/opposites by their MOTIF=theme. The characters’ motifs will be played on cello by TA.

Create a movement for each animal, to represent what each characters’ TEMPO is:
- ANDANTE: Tortoise
- ALLEGRO: Hare

- Retell the story or, if you have the book, read the book to the children. Every time the hare is mentioned, play the Allegro Motif. When the tortoise is mentioned, an Andante Motif should sound. Movements for each animal should be modeled when cello plays each animal’s Tempo.

- Ask intentional questions:
  Open-Ended (i.e. children contributing possibilities, thoughts):
  - Demonstration (i.e. “show me…”)
  - Application of Learning (i.e. making connections to real world experience)
  - Problem Solving/Critical Thinking (i.e. prediction)
  - Factual Questions
CLOSING:
“Now It’s Time to Say Goodbye” Song
“Now it’s time to say goodbye, say goodbye, say goodbye
Now it’s time to say goodbye, say goodbye, my friends”

Teacher Role: Will prompt children to suggest 3 different ways to say goodbye in self-space. Will play drum and keep Steady Beat while TA sings and models gestures.

EMAIL ME if you’d like:

Sound files for any of the songs we sang today
“Everybody’s Got a Name”
“Hip Hop Warm-Up Song”
“Now It’s Time to Say Goodbye”

A copy of today’s presentation
It’s also on this workshop’s page through Sched.com.
If you want me to send you a copy, please shoot me an email: shana@shanatucker.com

TALKING TEMPO: ARTS VOCABULARY REVIEW

- TEMPO ____________________________________________________________
- ALLEGRO __________________________________________________________
- ANDANTE __________________________________________________________
- PITCH _____________________________________________________________
- MOTIF _____________________________________________________________
- STEADY BEAT ______________________________________________________