

## **Imitation in Music**

### **Teaching Objective**

Students will learn to use techniques to create and perform imitative vocal and percussive patterns.

### **Vocabulary**

Antiphonal music - the result of two or more groups of performers (placed in different locations) to create special effects of echo.

### **Resources**

- Desk or table tops
- Internet access (optional)

### **Pre Assessment**

Ask two student volunteers to describe and/or use their voices to demonstrate an echo.

### **Teaching Sequence**

1. Encourage students to discuss what they heard.
2. Have students imitate the teacher, counting from 1 to 5.
3. Have students count from 1 to 5 and the teacher will imitate them. Repeat several times.
4. Divide the class into two groups of students, equal in number.
5. Have group one count to 5, have group two listen.
6. Have group two count to 5, have group one listen. Then have the students count from 1 to 5 in imitation as follows: 12345 12345 12345. And/or Hello How are you? I'm fine. Me too!
7. As students demonstrate proficiency, add other vocal patterns, such as:
  - Today is Wednesday
  - My teacher's name is ...
8. Allow students to create/compose their own
  - vocal patterns
  - rhythm patterns using hand taps on the tops of their desks/tables
9. Lead the class in performing the student compositions, regrouping as developmentally appropriate.

### **Culminating Activity**

Lead the students in a discussion of the characteristics of imitation and list their responses. Tell the students that echo (antiphonal) techniques are used in a music composition that they will hear during their upcoming field trip to the Meyerson Symphony Center to see and hear the Dallas Symphony Orchestra.

### **Evaluation**

Did the students create and perform vocal and percussive rhythm patterns?

### **Extension Activities**

Invite the band or orchestra teacher to visit the classroom, bringing two to four brass or

percussion students, to demonstrate antiphonal style performance. If possible, listen to a sample of antiphonal music. Repeat the lesson, using comparatives such as high/low, fast/slow, loud/soft in the students' vocal patterns. Repeat step 7 in the teaching sequence, having one group begin before the other group is finished so their voice patterns overlap. The students count from 1 to 5 as follows:

Group 1... 12345 12345 12345

Group 2... 12345 12345 12345

**Co-Curricular Connections/TEKS**

Fine Arts-Music: 117.3 1B, 4A, B; 117.6 1A, B, C, 2A, 4A, 5B, 6A, B; 117.9 1A, B, C, 2A, 4A, 5C, 6A, B