

# Playing Pictures: Student-Created Arrangements, Student-Centered Learning

## SongWorks Principles highlighted in this session

- Principle 1 (SW1) : Students have the right to be treated with respect and dignity for their ideas, skills, and stages of development.
- Principle 3 (SW1): Student learning is the responsibility of both teachers and students.
- Principle 4 (SW2): The way music sounds rather than how it looks guides the selection and presentation of patterns for study.

## Engage Listening

- *I have something hidden in my hand. Can you guess what it is?*
- *The song gives you a hint about how to play the game. Listen.*
- *The penny will stop moving when the song stops. Where do you think the penny will land at the end of this song?*
- Sing the song and pass the penny around the circle. Encourage students to join in the singing after several listening turns.

## The Penny Game

- One student hides their eyes in a corner of the room or leaves the room.
- Remaining players sing and pass the penny. When the song is over, everyone makes a fist and pretends to have the penny.
- The first student returns to the circle and has three guesses to find the penny.

## Secret Song and the Solfa Ladder

- *This solfa ladder shows the notes in my secret song. What do you see? Sing and point to the ladder to establish the key and pitch collection.*
- *My finger is going to sing the song. Point silently to the solfa ladder while audiating the song. Do any songs come to your mind? Collect song ideas.*
- Hum the tune while pointing to the solfa ladder. Check answers.
- Students sing solfa (solfège) words while teacher points.
- Connect the solfa syllables to corresponding note names. (*My beginning string students have learned to play pitches in the G major scale*). *What patterns do you notice?*

Mi	B
Re	A
Do	G
La	E
So	D

## **Puzzling with Pictures**

---

Symbols or pictures are used to represent clusters of sound. Identical phrases or clusters of music are represented with identical symbols or pictures. ([more info](#))

- Show pictures and notice how they connect to The Penny Song.
- *I wonder if you can put the pictures in song order?* Eight students hold the pictures, and they work together to arrange themselves so they are holding the pictures in order.
- Once students have established the correct order, they sing - then play - the pictures.

## **Creating Arrangements**

---

- Using the pictures that represent each language cluster, students rearrange the pictures to create a new version of the song. They may also add duplicates of certain pictures.
- I usually ask them to keep the starting and ending picture that go with the original song, and let them decide what to do in the middle.
- As students share their work, other students are inspired and given ideas of new ways to arrange the pictures.
- We then create concert pieces using the original song as the A section of a Rondo, and add arrangements for the B and C sections.

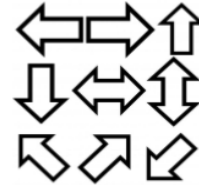
## **Considerations**

---

- Students are able to perform far above their ability to read traditional notation.
- Giving students opportunities to read and perform without the constraints of traditional notation can be freeing and fun, and keeps students engaged, challenged, and successful.
- Teaching students to **sing** a new song before they play it is the key to learning to play musically and developing their inner hearing skills.
- Adding a game helps strengthen the connections to pleasure in students' brains and deepens their desire to play a song.
- Encouraging students to arrange a picture score builds higher-level thinking skills and gives them an opportunity to be creative.
- We have so much fun playing picture scores and creating rondos! Every year we create new versions of familiar songs. This keeps things fresh and fun for everyone.

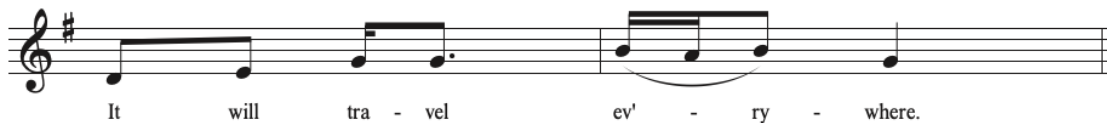
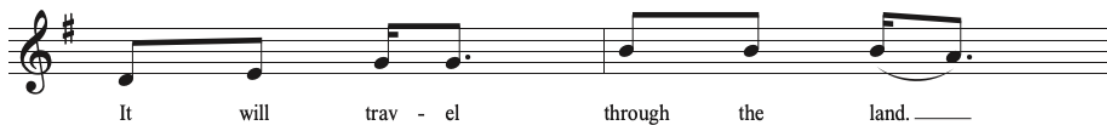
## Picture Score

---



## Traditional Score

---



## References

---

Bennett, P.D. & Bartholomew, D.R. (1997). *SongWorks 1: Singing in the education of children*. Reprinted 2014 by SongWorks Press. [songworkspres@gmail.com](mailto:songworkspres@gmail.com)

Bennett, P.D. & Bartholomew, D.R. (1999). *SongWorks 2: Singing from sound to symbol*. Reprinted 2014 by SongWorks Press. [songworkspres@gmail.com](mailto:songworkspres@gmail.com)