



# CLIBURN IN THE CLASSROOM

## WHAT'S THE SCORE?

A Fantasy Football-style Playoff at the Piano

### CLASS ACTIVITY: Rugby Graphic Score Grade Level(s): 1-3 Subject Areas: Music

#### OBJECTIVE

Music notation takes time and mastery to be able to use efficiently. Graphic scores provide a more accessible route to music understanding and participation.

#### SPACE AND EQUIPMENT CONSIDERATIONS

Students will need colored pencils or markers and paper. More colors allow for greater variations in interpretation and more individualized experiences.

#### MUSIC TO EXPLORE

HONNEGER *Rugby*

#### ACTIVITY

1. Listen to Arthur Honneger's tone poem *Rugby* and allow students to create responsory graphic scores in real time. This piece was recommended specifically because of its programmatic nature; the stark and clear differences in articulation, dynamics, and instrumentation allow for very imaginative responses. Students can create their own original symbols to represent musical elements. For example, they may draw footballs (rugby balls) in various spots around the page and then connect the footballs by drawing a rising/falling line between them, representing melodic contour. Or students may draw small dots to represent very staccato sections, and large circles to represent legato sections. Draw their attention to repeated sections where they may want to draw the same symbols again to reinforce form. Introduce the activity in a way that allows for understanding without influencing individual experiences of the music. Each graphic score should be unique.
2. Allow time at the end of class for students to show and explain their graphic scores to their peers. Additionally, students may conduct the piece or portions of the piece based on their graphic scores.