



ROCK N SOUL SOUND EDUCATION



Audience: Elementary age students or individuals

Achievements: Exploring educational standards for Music and Math; Focusing on instructions, group actions and working as a team; Identifying mathematical repetitions in music.

Activity: Groups that visit the Memphis Rock 'n' Soul Museum for field trips will see that the museum is located at FedExForum in downtown Memphis, the home of the Memphis Grizzlies basketball team. Anyone who has seen the Grizzlies play at FedExForum or on TV knows that the players dribble the ball from one end of the court to the other with a very consistent rhythm. However, as their feet speed up, so does the rhythm of their dribbles! The same happens with music.

For the first part of this activity, the teacher or group leader should bring a basketball to class (they can pretend they're Shane Battier!) Begin by dribbling the basketball without any music being played (although you'll notice at Memphis Grizzlies games, there is almost always music playing, making the game more fun). Have the students clap or count along with the dribbling ("one, two, three, four, one, two, three, four"). Explain that each dribble is a quarter note. Ask them to keep clapping or counting at the same speed, but this time, dribble the ball only on the first and third beat, explaining that these are like half notes... twice as slow as quarter notes. As they continue to clap and count, only dribble the ball on the very first beat (hold the ball on beats two, three and four... bouncing it again on "one"). Explain that this is a whole note.

Divide the class in half. As you dribble on each quarter note beat, get one half of the class to clap along. Ask the group, "These are quarter notes; half notes are slower; whole notes even slower; so would an eighth note be faster or slower? What about a sixteenth note?" As one half of the room claps with quarter notes, speed up the dribbling of the ball to represent eighth notes (with a dribble between each clap). Have the second half of the group clap along with your dribbling eighth notes, while the first stays with quarter notes. Now, as the two clapping patterns continue, can you dribble fast enough to represent sixteenth notes (or do we substitute you with Pau Gasol?)

Explain that "tempo" determines how fast or slow a song is played, just like a Grizzlies player dribbling the ball. If the tempo of the game speeds up, so does the dribbling. Encourage them to count along with the dribbling (or tempo) the next time they watch the Grizzlies play (not for the whole game, or other fans will really get annoyed!)

Now, have the whole group stand in a big circle. Have the whole group start singing a familiar song, and, as the leader, you start dribbling to the beat of the song. Get everyone to stop singing except for you (and keep dribbling to the beat). Explain that you will sing a line or two of the song while dribbling to the beat. When you pass the ball to someone else in the group, they must then dribble to the same beat while resuming the song where you left off. Stay on your toes, and don't mess up, or the coach will pull you from the game! Let someone else start with a different song and continue the game. Try it with faster and slower songs. Which is easier?



Continue your study and exploration of Memphis' rich musical history and heritage with an organized field trip to the Memphis Rock 'n' Soul Museum. Contact our Group Tour Coordinator today at (901) 205-2526 for tour details and available "Museum & A Meal" plans.

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