

SOUND FUSION

MOVING TOGETHER

Sound Fusion explores the way different elements can combine to create something new. This activity combines foundational elements of music with imagination and movement. Students will develop active listening and aesthetic response skills while also working together to create something of their own invention.

Set-Up

- Divide the class into four groups.
- Assign each group one of these musical elements: **Articulation, Dynamics, Tempo, Duration**
- Provide each group with a recording of one of the pieces featured in Sound Fusion:
 - **Articulation (connected/separate)** – Overture to *Candide* by Leonard Bernstein
 - **Dynamics (soft/loud)** – *Le Tombeau de Couperin* by Maurice Ravel
 - **Tempo (slow/fast)** – “Birth of Sprite” from *Philharmonia Fantastique* by Mason Bates
 - **Duration (long/short)** – Finale of the Suite from *The Firebird* by Igor Stravinsky

Activity Instructions

1. Have each group listen to their piece, paying close attention to their assigned musical elements. Students should take notes and listen to the piece more than once.
2. Next, have each group discuss how to show their musical element through movement. Provide space for each group to experiment with different movements.
3. It's time to practice! Have students work out their musical element movements in time with their piece. Each group should select one member to take notes of how the group decides to represent their musical element through movement.

Sharing & Reflection

Choose one or more of the following for students to share and reflect:

- **Group Performance:** Each group performs their movements with corresponding music for the class. After performing, have the group share why they chose the movements they did to represent their musical element.
- **Guessing Game:** Keep the musical element private to each group when setting up the activity. Have each group perform for the class and have the class guess which musical element is being depicted by the group. Discuss the class's guesses.
- **Discussion:** Talk as a class about the experience. Did listening for one specific musical element change how students heard their piece? Did moving to the music change how the music made students feel? What else did students notice?



PITTSBURGH SYMPHONY ORCHESTRA

PSO SCHOOLTIME LEARNING RESOURCES 2023-24