

**Harnessing the Magic of Music - Session 1, Specialty Track 1**

<b>AUTHOR:</b>	Daniel Utley
<b>SUMMARY:</b>	Opening session of specialty track for music. Includes several music-based mixers, a framework for using folk music in Jewish text study, and rituals to frame the specialty track community. - <i>Submitted by Daniel Utley</i>
<b>TOPICS:</b>	Community Building, Identity, Jewish Text, Music and Rhythm, Teen Programs
<b>LEARNING OBJECTIVE:</b>	To teach a simple framework for planning a learning activity that involves integrating a camper's life experience, a Jewish text, and folk music. To share and experience several easy group musical games. To build a community as the cornerstone 2016 music track!
<b>AUDIENCE:</b>	Musical games: 7th-10th grade kids or young adults Text study framework: High school and older Group size for musical games - 10-30 text study group size - 10 or more
<b>LENGTH:</b>	75-90 Minutes
<b>APPENDIXES:</b>	MusicTrack1-Handout1.doc
<b>MATERIALS:</b>	Handout copies No AV needed for this session
<b>SETTING:</b>	Chairs for participants, large enough space to move in different configurations and small groups

**Session Description:**

**Procedure:**

**Opening Mixers and Group Musical Games (30 min total):**

**Hum a Tune and Nice to Meet you (10 min)**

<http://www.swingwhistlezing.com/musical-musings/nice-meet-musical-icebreaker-games>

Ahead of time, the facilitator makes a set of notecards, each with a different familiar songs written on one side (Old Mac Donald, Alphabet Song, Mary Had a Little Lamb, etc). Based on numbers, decide how many sub-groups you want to end up with after the mixer - that determines the number of songs you use. Pass out the notecards and ask participants to keep the song a secret. Their goal is to end up in pairs or groups of other people who also have the same song they do - but without talking or singing. In order to identify who else has the same song, everyone is instructed to begin humming their song out loud.

Once in small groups of 3-4 allow time for group members to introduce each other and share a little bit about their background the the camp they attend.

**Tricky Sing-down (10 min)**

Using the small groups created from the first mixer, develop teams for a sing-down. This will be similar to a typical sing-down where a group creates a list of songs that contain a certain word, and must sing in unison the part of each song they list that contains the key word. Only in the tricky sing down, each person in the group can only sing one word of the song at a time. In order to sing the song, and have it count, they must whip around their group members - taking turns to sing one word in rhythm and in tune - at the right time!

### **Human Jukebox (10 min)**

In one large group, invite participants to pair off with someone they do not yet know. Each person should think of a popular song or classic song that represents something about their personality or interests. The facilitator should choose one person to step out of the room for this game, because they will “play” the human jukebox in a moment.

In pairs, participants introduce themselves and share the songs they chose. They should agree to choose one of these songs - this song will be represented by each of their right hands. The way they accomplish this is by picking a line from the song to sing, but split the line in half between them. For example, if the song they choose is “Living on a prayer” then partner A’s right hand would represent “whoa, whoah...” and partner B’s right hand would represent “livin’ on a prayer.” In the game, their hands will be tapped and they would sing their part of the song accordingly. This process is repeated, but with a different partner and a different song being assigned to left hands.

Once this planning is complete, pairs scatter and the group forms a circle. The jukebox player is invited in and stands in the center of the circle. He/she can high five a hand to listen to one half of one song’s line. The goal is for the jukebox player to identify all of the pairs. Once a match is found, those hands are put in pockets or behind the back.

### **Folk Music and Jewish Text Study (30 minutes)**

Ask participants to think about a time when their individuality was challenged or called into question:

- A time when someone challenged a unique characteristic about you
- A time when you were singled out in either a good or bad way for some aspect of who you are or for a talent you have
- A time when you felt exposed for an inner quality or characteristic

What are some of the feelings you experienced in this situation?

Pass out the handout of two texts - Moses at the burning bush and Vayeshev - Joseph and his brothers. Read and discuss these two texts and explore the way that Moses and Joseph’s individual characteristics are called into question.

How do we relate to their experience?

**Share “None of Them are You” by Brendan James**



## CORNERSTONE 2016 RESOURCE

Discuss the concepts in the song as it relates to the biblical examples.

- How does individuality surface at camp?
- What age groups need these discussions and times for sharing frequently?
- How do we help connect Jewish wisdom into the modern experience of our campers' everyday lives?

### **Close by breaking down the elements of this type of text study:**

1. Choose a concept based in the experience of the learner/camper
2. Identify a classical text that relates
3. Select a modern musical entrypoint

If we were at camp, where is the right venue to do this program - how to go deeper given a choice of time of day, location, supplies, etc.?

### **Clap-out closing ritual (5 minutes)**

Explain clap-out ritual - breathing, reflection, and final clap together.

We will end each session with a clap-out.

### **Additional Notes for Bringing it Back to Camp:**

depending on goals, group size, and age level the texts can be changed to fit the needs of the learners. Musical games are easily adaptable to middle school age or older and done separately or in combination.

### **APPENDIXES:**

**MUSICTRACK1-HANDOUT1.DOC**