



## CORNERSTONE 2016 RESOURCE

### Harnessing the Magic of Music - Session 3, *Specialty Track 3*

<b>AUTHOR:</b>	Daniel Utley
<b>SUMMARY:</b>	Third session of speciality track that involves activities around use of space in music programming, and participant song teaches. - <i>Submitted by Daniel Utley</i>
<b>TOPICS:</b>	Community Building, Group Dynamics, Leadership Development, Music and Rhythm, Performance
<b>LEARNING OBJECTIVE:</b>	Participants will learn a new melody To teach a thoughtful framework for use of space in musical activities and programs in the camp setting Allow fellows an opportunity to teach music, and receive feedback on their skills. Reflect on the Music Track Experience and provide closure.
<b>AUDIENCE:</b>	Counselors and/or music specialists
<b>LENGTH:</b>	75-90 Minutes
<b>APPENDIXES:</b>	
<b>MATERIALS:</b>	Weisenberg - Building Singing communities book
<b>SETTING:</b>	Chairs, enough for participants

#### Session Description:

**Opening niggun of the day (10 minutes):** Model the teaching of a niggun and add a new melody to participants' repertoire.

#### **Lessons from Weisenberg, *Building Singing Communities* (40 minutes):**

Topic - Space:

- Architecture of Singing: Setting up the room for success.
- Communal Intimacy: Bringing people closer together physically to create a sense of connection and shared experience.

Explore these two principles as experienced in camp settings through two activities:

#### **1 - Room setup in an enclosed program space:**

When we sing at camp, what role does the ingredient of space shape our experience?

Using the niggunim/songs we have learned in the track, test out several different ways for sitting or standing as a group when we sing.

- Sit in a circle
- Stand in a circle
- Move into a clump



## CORNERSTONE 2016 RESOURCE

### **2 - Thoughtful use of established venues at camp:**

Walk with the participants to a 3 different locations on camp: outdoor theater, a building lobby, outdoor fire circle, or other available spaces nearby that do not involve disrupting another session. Sing a niggun in each space. Discuss the pros/cons of singing or teaching song in each place. Allow participants to suggest, self-direct, and test out ways of using each space.

- What types of musical experiences does each venue suggest?
- Which are better for group synging, prayer, or concerts?
- How do programmatic goals play into the picture?

### **3 Participant Song Teaches (30 minutes)**

Three fellows will have the opportunity to teach a song or short musical game to the group. Each fellow is allotted 10 minutes for teaching and constructive feedback from the group. Feedback will follow the critical friends protocol - fellows offer feedback using the statements: I appreciate... I notice... I wonder....

### **Closing of the session - (15 minutes)**

The instructor guides reflection on the learning and discoveries of the music track. Participants will be encouraged to share feedback:

- something you didn't expect
- something you appreciated
- something you wished we had covered
- one principle you wish to take with you to camp.

### **“Clap-out”**

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

This program can be adapted for use in counselor training programs or to help teach older campers songleading skills.