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The Heavy Box (material: *Music for Children, V 1, p.24. #30)* ***(emotion, ostinato)***

Lesson Plan by Sarah Richardson

***Preparation* - Objects Falling From the Sky**

- Students walk freely in the space.
- At a predetermined signal from the teacher (drum, for example), imaginary objects fall from the sky. Each S catches something, showing through their movement the object's weight, and through their reaction, what the object is.
- S should be specific about what they have caught. T may ask individuals what they have.

***Presentation* - The Heavy Box**

Box, box, heavy heavy box
Whatever is in the heavy box?
Box, box, heavy heavy box,
Open up the lid and see!

- With the group in a circle, T says rhyme and demonstrates creeping into the middle of the circle to take the lid from an imaginary box. T shows a reaction (ie, surprised), asks S what they saw. T asks what might be in the box to elicit that reaction.
- T invites S to join. "Let's all be surprised (ie) when we open the box, but YOU can decide what is in the box that makes you feel that way!" Teach the rhyme through simultaneous imitation. "What does our body do when we feel surprised? Try to keep that feeling in your body and your voice as you creep back into the circle."
- "How did we just feel? Could someone say that in an interesting way?" T takes S suggestions and tweaks if necessary to make more rhythmic or regular (creating a spoken ostinato as a group.)

Process

- T asks for students to look in the big box and express different emotions. They should be specific about what they see in the box! Try as a big group using the emotions suggested by S.
- Continue making ostinati based on emotions, shaped by the T if necessary.
- If desired, have everyone pretend to hold their own box. Say the rhyme together, and then one by one S open an individual box and show an emotion.
- Invite S to make a speech rhythm after they show their emotion-either describing the emotion (" I feel MAD. Ugh!") or saying what is in the box.
- If you wish, transfer the rhythms to UPP. Ask the S which sounds or timbres seem to best reflect the emotions. Eventually, this could be transferred to melodic instruments, either with S compositions, or introducing melodic ideas from the model.

Performance

- T helps to give the phrase rhythmic shape, all repeat.
- Make a big piece with all of the elements.