

Heitzeg's *Nomade* Tableau

National Music Standards (rev. 2014)

Artistic Process: Performing

Anchor Standard: Select, analyze, and interpret artistic work for presentation.

Process Component: Interpret

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

MU: Pr4.3.4

a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Learning Target

The student will make interpretive decisions about how best to express the music.

Lesson Plan

Time:

This lesson should be presented in **two different classes**.

- 1) The first class should include an introduction to the music and initial group practice (approx. 30 minutes).
- 2) The second class should include a review of the music, practicing the tableaux and performing them with the entire class (15 minutes).

Materials:

Stone Circle Music. Symphony in Sculpture. Steve Heitzeg, composer, video <http://steveheitzeg.com/recordings/symphony-in-sculpture/> 3' 15" to 4' 47" composer Steve Heitzeg talks about the music

Link to *Nomade* included in this online resource

Nomade sculpture photo (jpeg included with these resources)

Individual white boards, markers and erasers OR paper, pencil and clipboards

Write "*Nomade*" and "composer Steve Heitzeg"

Vocabulary for Musical Elements document (included)

(*optional*) props: scarves, paper plates, or ribbon sticks

Warmup:

Have students stand scattered throughout room. Without talking, teacher leads students through BrainDance movements while music plays.

Breathe – in through nose, out through mouth

move hands in front of body apart/together, matching breathing

Tactile – lightly tap fingertips on top of head, forehead, cheeks, chin

Pat down each arm and back up; lightly pat chest, stomach, ribs

Brush hands down front of legs and up back of legs (like brushing off rain water)

Pat back up the body to the top of the head

Core/distal - crouch down, pull arms in close and make body into a small ball

	Arms up and out as far as they will go, legs in wide stance <i>Alternate between these two several times</i>
Upper/lower - Body half -	arm swirls, stretch up, stretch to each side one side of body still while the other side (arm and leg) balance and move Switch sides
Cross lateral -	(crossing the midline) point on the beat beginning across the body i.e., right hand points cross-body left to right
vestibular -	swing arms forward and backward

Direct Instruction:

“The music you just heard is called *Nomade*. It was written by a composer called Steve Heitzeg from Minnesota. He wrote this music for the Des Moines Symphony as part of a series of pieces called Symphony in Sculpture. This music was inspired by the works of art in the Pappajohn Sculpture Park in Des Moines.”

Show the jpeg photo of the Nomade sculpture and the Stone Circle video (see Materials above) in which Heitzeg talks about his music.

“How would you describe this music? How many different-sounding sections are there? How are these sections different?”

Guided practice:

Goal: students will work together in teacher-selected groups (5-6 students per group) to represent the music in a tableau.

“Tableau” comes from the term *tableau vivant* or “living picture.” The goal is for students to work together to create a scene representing the mood of the music without talking or moving.

Once students are in their groups, give them time (approx. 5-10 minutes) to brainstorm and practice tableau scenes. **Play the music quietly** as they talk and practice their tableau. Students may want to use white boards or paper to write down ideas.

**You may allow the students to use props (scarves, ribbon sticks, etc.) to enhance their performance.*

Note: Students should be prepared for TWO tableaux, one for each main section of the music.
The tableaux should be somewhat fluid and will look a bit different each time they are created.

Rules:

- No talking when creating the actual tableau
- Work together as a team – EVERYONE must be part of the tableau
- There must be interaction between group members – you must relate in some way to the other members of your group (hands touching, looking at each other, making symmetrical shapes, etc.)
- In between tableaux, move to express the music silently. You may move away from your group members but when it is time for the tableau, move quickly into place with your group members

**the teacher will signal with one raised hand when students are to stop moving around the room and join their group for the tableau*

Independent practice:

Practice

Play the music. Students move about the room silently expressing what they hear in each section: fluid, graceful, quiet or lively, rhythmic and loud.

Alternate between expressive movement throughout the room and, at teacher signal, group

tableau. The tableau should be completely still and silent and students should hold the scene about 1 minute before going back to the movement.

Assessment:

Formal or informal (teacher choice)

Students perform tableaux with their groups to represent the elements and moods of the music. They move expressively in between the tableaux.

Resources:

Gilbert, Anne Green. "BrainDance." Creative Dance Center.

<https://www.creativedance.org/about/braindance/>

TheTeacherToolkit. "Tableau."

http://www.theteachertoolkit.com/index.php/tool/tableau?utm_source=vidpulse&utm_medium=endscreen&utm_campaign=popular