



Conduct a Drawing

There are at least two good things about what you are going to undertake: (1) You get to run things, and (2) the “orchestra” is mute, or should be.

Here’s how it works: Students will make pencil marks on paper which copy as closely as possible hand movements you make as you “conduct” in front of the class.

To accomplish this, use just one hand for conducting, and break the “music” into little segments—circles, straight lines, figure eights, curlicues, etc. Tell children they need not connect these segments on their paper. They can start at the top of their paper and put the individual segments in rows.

And just how tuned in are your students? Don’t miss the opportunity to compare results.

(First, make some conducting movements in front of the class.)

Say to students:

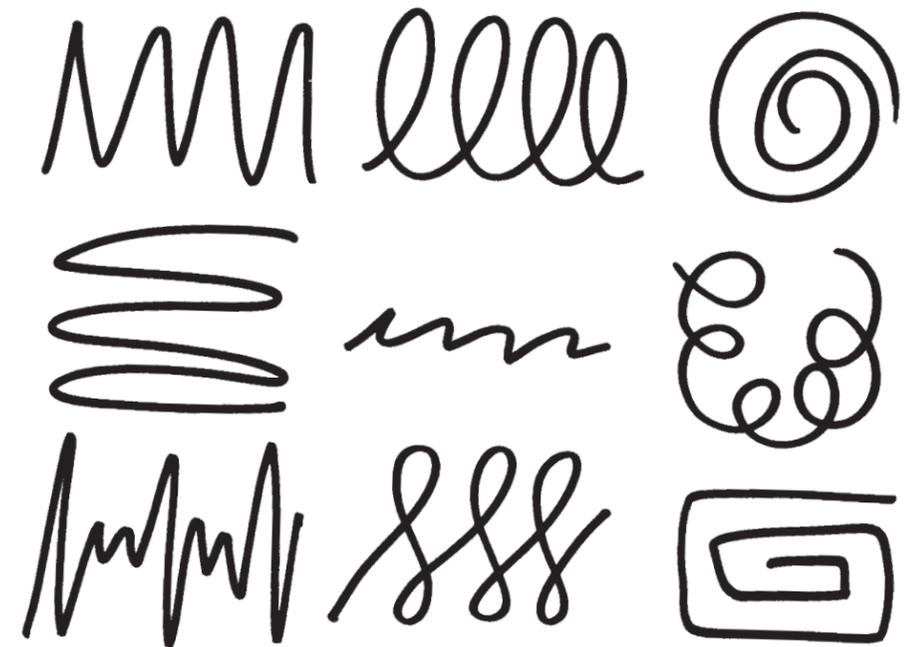
What am I doing? You’re right, I’m pretending that I am a symphony conductor. And guess what! You are part of the orchestra! But you

are not going to be playing musical instruments. You are going to be playing pencils!

As I conduct, I want you to copy the motions I make by drawing what I do on paper. So if I do this (make a circle), I’ll want you to make a circle on paper. If I go around twice, you go around twice.

After I finish conducting one piece of music, we’ll see how you did. Good luck!

Note: You might want to try another version of this idea, with students connecting your hand motions into one flowing line. The lines could be drawn in rows, from left to right, up and down, etc. You could then use this as the beginning of a design about music.



Examples of hand motions you could make.