

INNOVATIVE

Rhythmic and Tonal Textures



Photo by ZENITE

for developing **CREATIVE**

BY **BILAL**
Abdurahman

motor skill activities

- * EARLY CHILDHOOD
- * SPECIAL EDUCATION

JACK STUBBS
percussion accomp.

LATIF ABDUL-ZAHIR
bi-Lingual counting

MT
155
A136
1976

MUSIC LP

DESIGN BY BILAL ABDURAHMAN

INNOVATIVE

Rhythmic and Tonal Textures

- Track I Tone Poem Mysterioso — instrumental
- Track II Counting, tapping & clapping rhythms
- Track III Counting rhythms 1-2-3-1-2-3 1-2-3-4-5-6
— percussion instruments
- Track IV Samba — hand clapping variations
reinforcing one...two...three...four
- Track V Imaginary African Rain Forest trip —
African thumb piano & percussion
- Track VI Shake it Loose — flute, tambourine
& drum
- Track VII Witty Ditty — flute solo
- Track VIII Soprano saxophone Interlude
- Track IX Stepping to School so Cool —
instrumental
- Track X Bilingual counting Spanish — English

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43 W. 61st ST., N.Y.C., U.S.A.

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CRIMINAL PROSECUTION.

NOTES TO TEACHER:

- Develop a variety of movements or exercises using your or students' suggestions.
- Explore new ways of reinforcing previous creative music activities skills performed in class.

Little preplanning is necessary at the outset of using this album. Become your own choreographer and encourage class members to do the same.

Auditory Perception

Discrimination

(a) Introduce concepts of loud and soft while playing along with recording.

(b) Make class aware of listening to and differentiating between various 'tonal textures' — teacher: which is the scraping sound? which is the sound of the soprano saxophone or flute?

(c) Count and clap numbers in rhythmic syllabic formation. ex. da-be-do the sky is blue

la-de-da said Gran'pa

(d) Body Rhythms — use hands to tap, clap and slap the chest, sides of body, thighs and legs.

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Mr. Abdurahman is a multitalented musician-artist-illustrator specializing in creative educational activities of many varieties. He has taught elementary school and led teacher workshops. Currently teaching High School (Special Education Division), New York City Board of Education. Mr. Abdurahman uses a wide spectrum of musical instruments combined with 'chalk talk' demonstrations in workshops and lectures. His own unique combination of ethnomusicological and graphic arts experiences is the outcome of travels to Japan, Korea, Africa and other countries of the world. With an artist's eye and a musician's ear he takes the best from such experiences and in turn serves the field of education.

7540 Sound, Rhythm, Rhyme and Mime for Children. Bilal. Stereo

8460 African Musical Instrumentss. Bilal Abdurahman.

TRACK X:

OLA, ESTAMOS AQUI NUEVAMENTE CON MAS DIVERSION Y SONIDOS MUSICALES. Y ESTA VEZ QUEREMOS QUE USTEDS NOS ACOMPAÑEN CON SUS INSTRUMENTOS DE RITMO.

HI, WE ARE BACK FOR MORE FUN AND MUSICAL SOUNDS. AND THIS TIME WE WOULD LIKE YOU TO JOIN US WITH YOUR RHYTHM INSTRUMENTS.

UNO	- one	SEIS	- six
DOS	- two	SIETE	- seven
TRES	- three	OCHO	- eight
CUATRO	- four	NUEVE	- nine
CINCO	- five	DIEZ	- ten

Add your own class rhythm instrument accompaniments whenever you choose, be spontaneous, allow class to be inventive but not to 'just bang' unmeaningfully. Help them 'sense' and 'feel' basic tempos or meter changes in rhythm.

It is through repeated practice that improvement takes place!



Photo by Huda

