

Actively Listening ..from my desk

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The Typewriter



The Typewriter - Resources

1. Video of the music with synced slides.
2. Pdf of the slides with the typewriter and other fonts.
3. PPTX file. Depending on version you have, the fonts you have, it may not display the exact same as per video. It's an editable version so you can make the necessary changes from the pdf file. You can always just display the pdf version, full screen.
4. Ideas for further exploration.

The orchestral score is available for purchase here.

<https://www.alfred.com/the-typewriter/p/00-25039S/> (€8)

And this is the link I recommend you watch of the performance before you commence performing it in class.

<https://www.youtube.com/watch?v=G4nX0Xrn-wo>

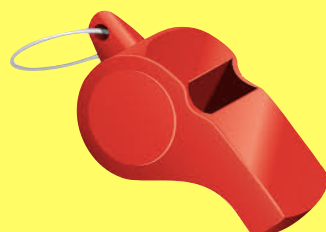
Three sounds required!



Typewriter keys - Klaves/drumsticks



Bell - or another 'dinging' found sound



Carriage returning - whistle/guiro/blowing across flute

For ease of following, I have grouped beats into 4. It's actually written in 2/2 time. 1 symbol represents 1 beat, for the C section, I've tried to visualise the syncopation and broken up the typewriter symbol.

1. PERFORMANCE OF THE PIECE

This can be done across all groups. There are three groups of sound.

- one for typewriter (klaves/drumsticks/"typing" the desk/or any another sound!)
- two for the bell (there's nice ding sound on the devices, but there can be a bit of a delay so it's not always effective. I used a old service bell ornament (think of faulty towers for you of those remember!!), and also used a G chime bell which worked as well too.
- three the carriage returning - best sound I have found for this is just a 'whish' sound.

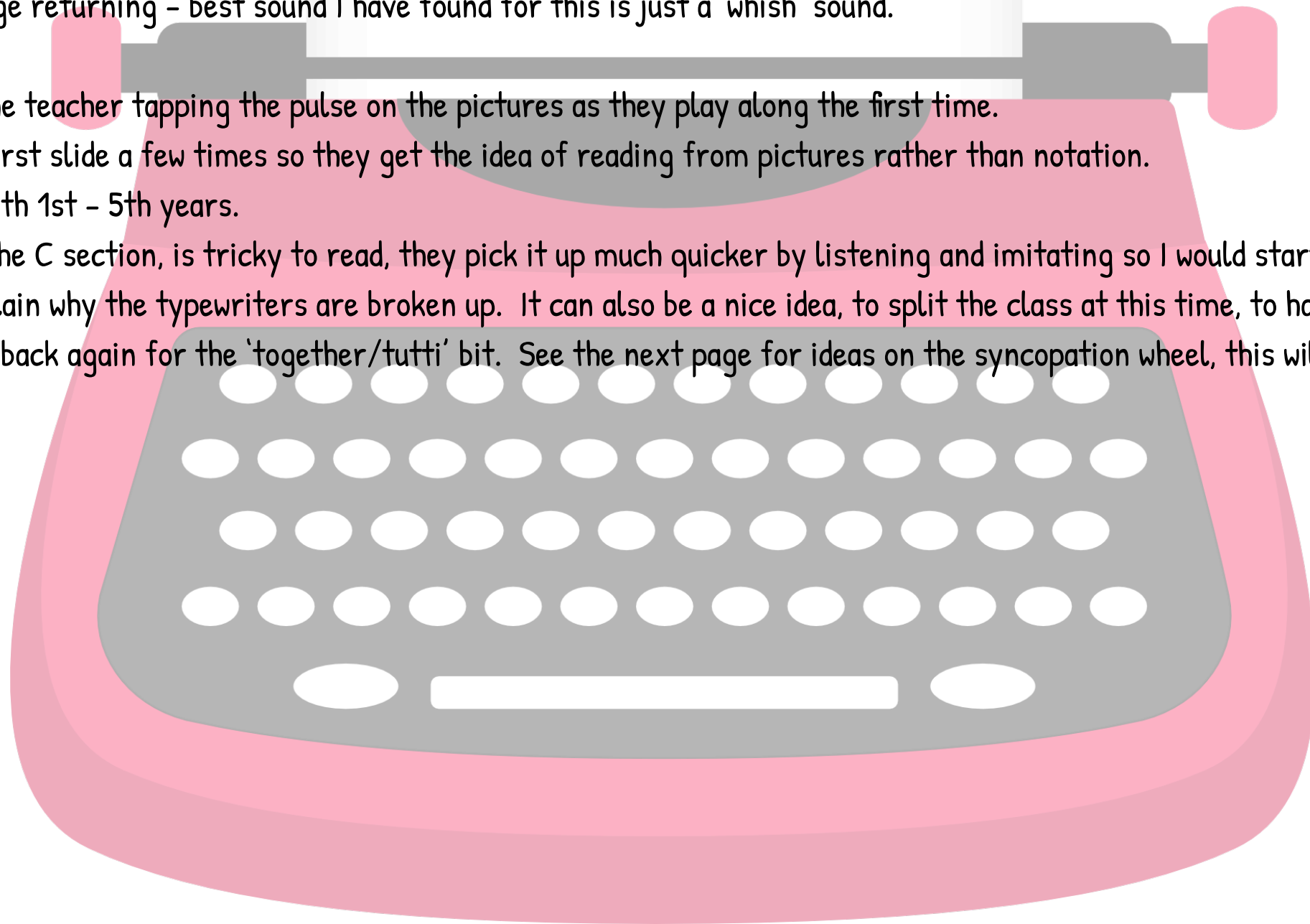
I would suggest the teacher tapping the pulse on the pictures as they play along the first time.

Also, just do the first slide a few times so they get the idea of reading from pictures rather than notation.

I have used this with 1st - 5th years.

The green slide, the C section, is tricky to read, they pick it up much quicker by listening and imitating so I would start with sound first.

Then you can explain why the typewriters are broken up. It can also be a nice idea, to split the class at this time, to have a call and response and then to come back again for the 'together/tutti' bit. See the next page for ideas on the syncopation wheel, this will tie in nicely.



2. SYNCOPATION WHEELS, CALL & RESPONSE. Group 1 – RED, Group 2 – GREEN, Group 3 – YELLOW

-Start on beat 1, clap only on your coloured segments

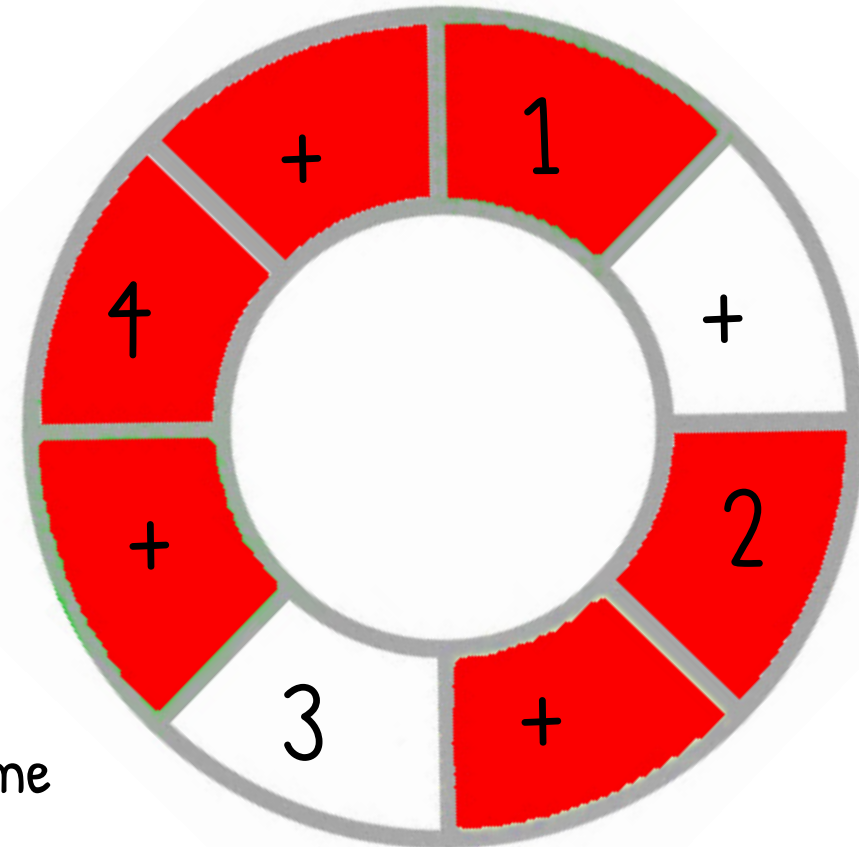
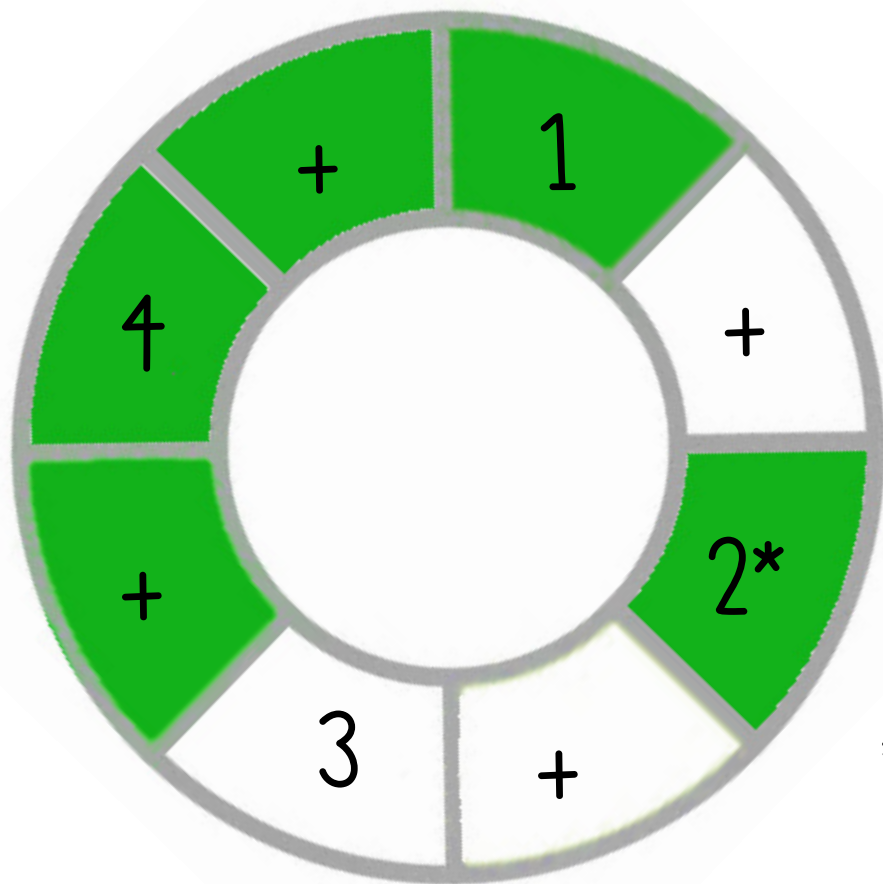
-Alternate between groups

-Now this time start on the + (before 4) – great way for feeling upbeat .. 2017 melody (Exact same upbeat)

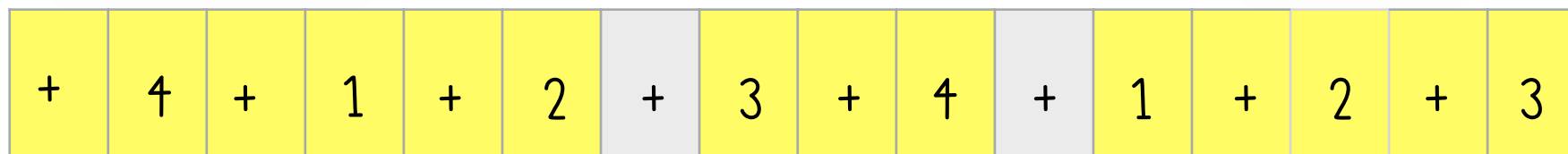
-Yellow box at end, is unison, both groups play the same rhythm. Repeat this, and try it along

With the music

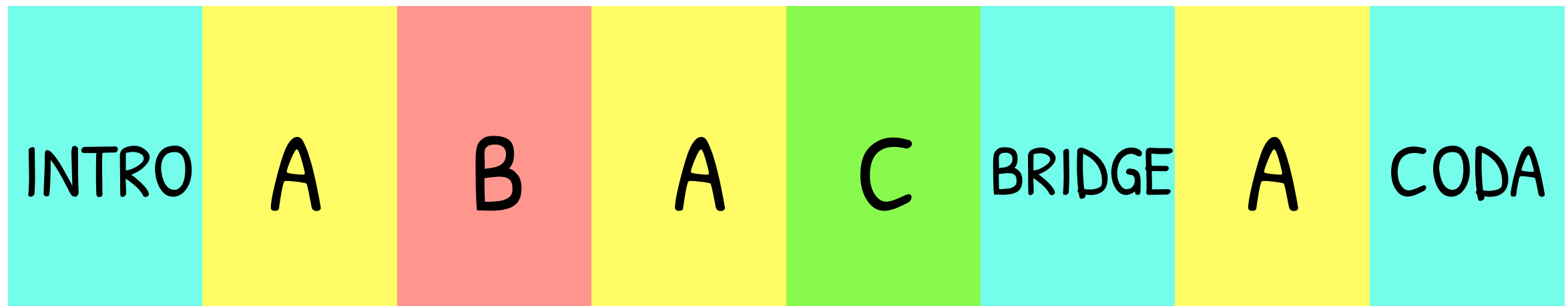
||: Green, Red, Green, Red, Green* Red, Yellow :||



*two claps 3rd time



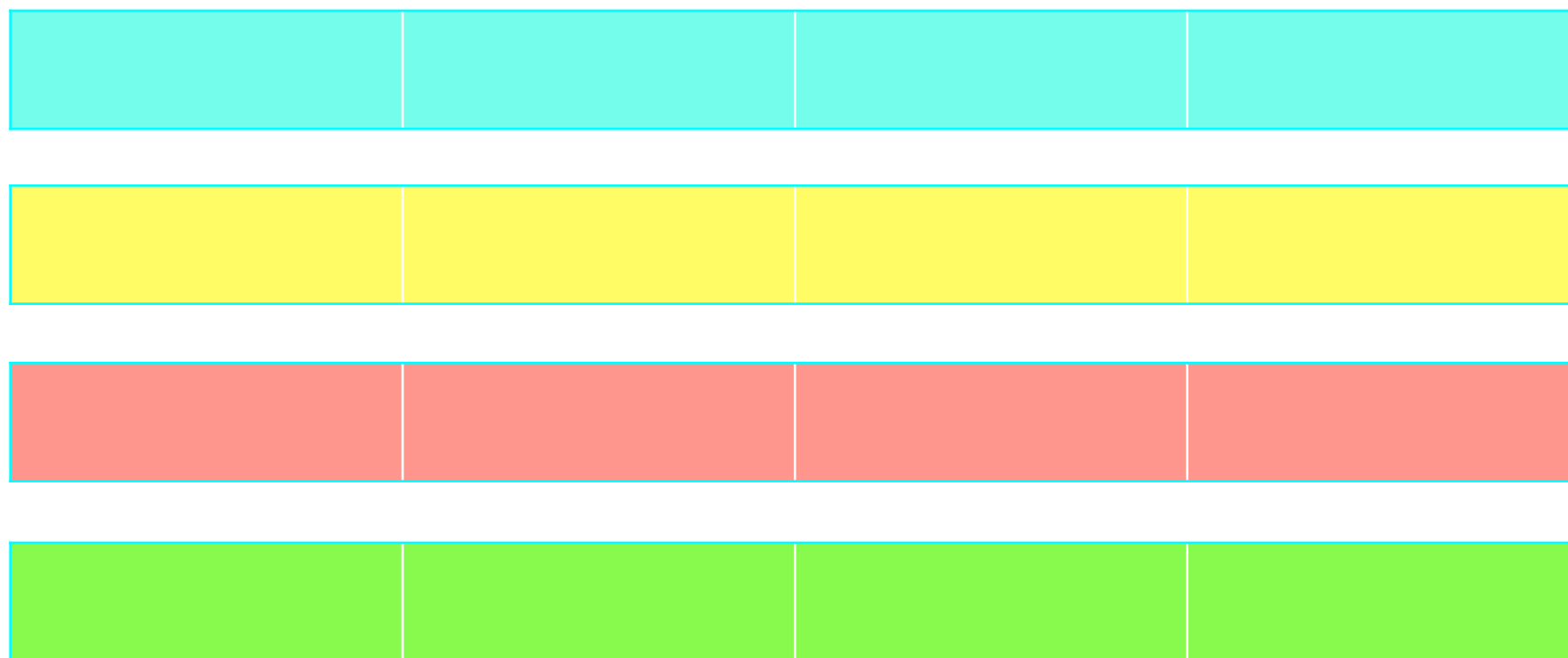
3. Rondo Listening Map



This is a great visual for Rondo Form. It can be performed as a movement piece to represent the sections OR using body percussion and rhythmic ostinatos to accompany. For any of these ideas, students compose either the movement/body percussion or rhythmic ostinato.

As we can't do group work, you can get one line (line of students in their desks!) to represent the different colours. - the blue, yellow, red and green. So you will need 4 lines to perform.

This will depend on the size of your class, either assign one person to one beat, or sub-divide the beat into two (8 people's ideas per ostinato). I would suggest displaying these strips on the board, and then the teacher drawing up the instruction/action for each beat. Then the whole class can perform it and make any changes after hearing and seeing (in the case of movement - which really will depend on space).



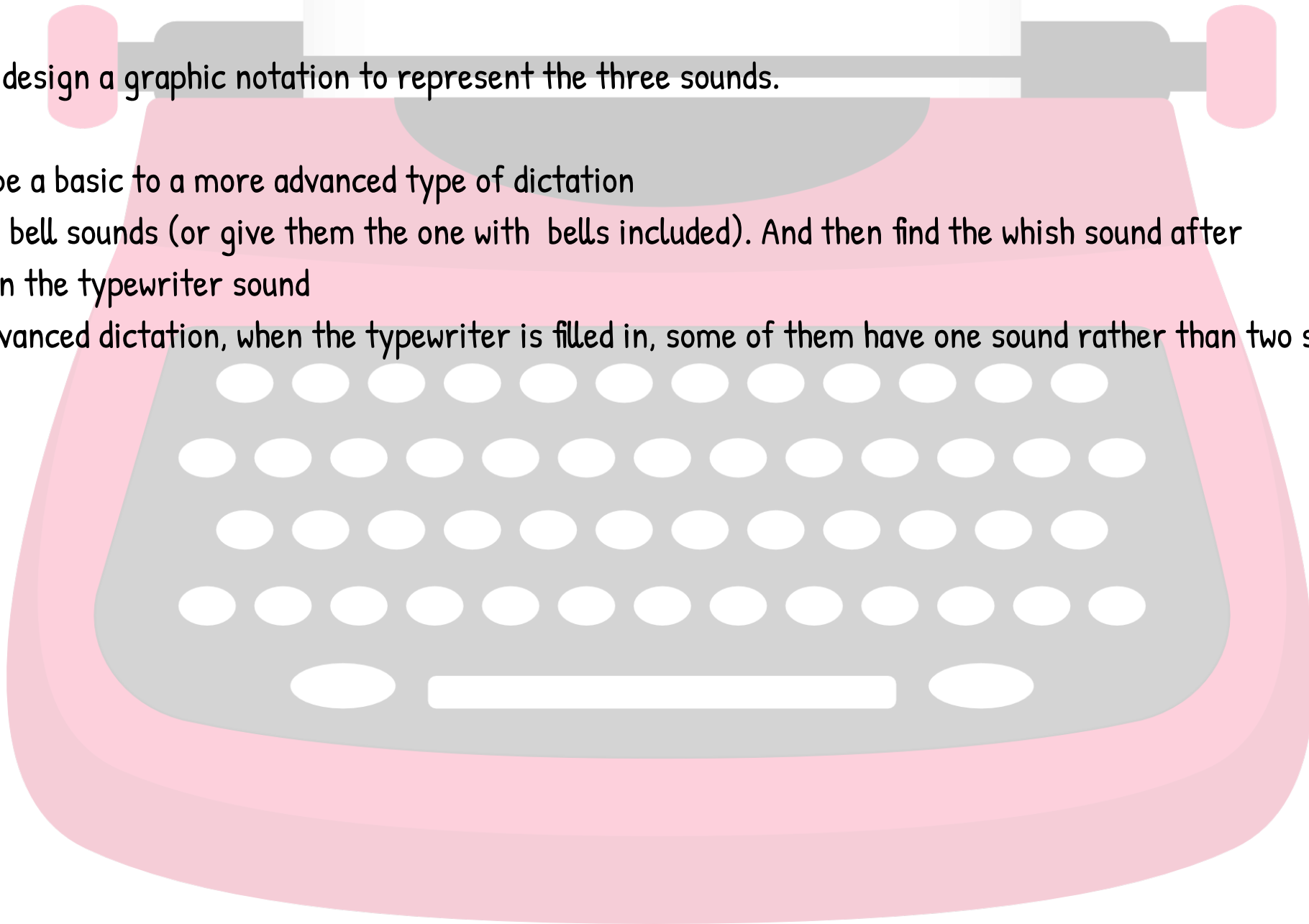
4. DICTATION BEATS

This is a nice introduction to rhythmic dictation, as it is just going to focus on placing sounds on particular beats rather than dictating the actual rhythm. I haven't included the bridge and introduction nor the green one as that has syncopation in it.

Get students to design a graphic notation to represent the three sounds.

This really can be a basic to a more advanced type of dictation

1. Just find the bell sounds (or give them the one with bells included). And then find the whish sound after
2. Just focus on the typewriter sound
3. For more advanced dictation, when the typewriter is filled in, some of them have one sound rather than two sounds on the beat.





1st one

Dictation beats
Put the sound on the right beat.

_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____					



Dictation beats
Put the sound on the right beat.

_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____



2nd one

Dictation beats
Put the sound on the right beat.

_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____							



3rd one

Dictation beats
Put the sound on the right beat.

_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____
_____	_____	_____	_____		_____	_____	_____	_____

Dictation beats
Put the sound on the right beat.

