

Modified MCTM for the Middle School Students

Part I: Exploration

Use each task version accordingly.

Task 1A: “Now let's pretend that you are sitting next to a metal bucket for the whole storm. The raindrops begin to fall and little by little the storm begins to get stronger until the rain is coming down quickly and heavily. What would that sound like on the temple blocks?”

Task 1B: “Now let's pretend that you are in kitchen. A pot of water is boiling with a lot of bubbles. You get scared so you turn the stove off, and the water starts to cool down. What would that sound like on the temple blocks?”

Task 1C: “Now let's pretend that you are sitting next to a pond. A frog appears on the other side of the pond. The frog starts to jump its way across the pond to you, then passes you by. What would that sound like on the temple blocks?”

Task 2A: “Now suppose that you were going for a ride on a roller coaster. When you get onto the roller coaster your voice will be very low and gruff and then as it goes up the track your voice gets higher and squeakier. How would that sound on the piano with the sponge ball?”

Task 2B: “Now pretend that you are listening to the truck coming at you from very far off. First you just hear it in the distance and then it gets closer until it is right in front of you. How would that sound on the piano with the sponge ball?”







Task 2C: “Now suppose that you were going for a ride on a spaceship. You take off, fly through space, then crash to a big meteor. How would that sound on the piano with the sponge ball?”

Part II: Application

Task 3: “Let's play a game now with the temple blocks. In this game, we are going to talk to each other on the blocks. You are to listen as I play first. When I stop, it will be your turn to play to me. You do not have to play the same thing that I play. You may play something different if you want to. You can make sounds that are high or low, loud or soft, or fast or slow. Are you ready? OK. Listen to me, then you play.”

There are six stimulus patterns in all. Each pattern is 3 pulses in duration, with a fourth beat of silence during which time the administrator should point to the child to cue him/her to.

Six Stimulus Patterns for the Task 3

Pattern	Dynamic and Tempo Level	Pattern	Dynamic and Tempo Level
1. 	Loud, slow	4. 	Soft, slow
2. 	Soft, slow	5. 	Loud, fast
3. 	Loud, fast	6. 	Soft, slow

Measure of Creative Thinking in Music, Administrative Guidelines, Page 10
© Peter R. Webster, May 5, 1994

Task 4: “OK! Now you play some sounds to me and I will play some back to you. You can play anything you like”.

The administrator should imitate the child's pattern as closely as possible. Allow for seven interchanges.

Part III: Synthesis

Task 5: “Now let's make a sound story out of these pictures (show Figure Set A, B or C accordingly). Now, I'm going to close my eyes so that I cannot see the pictures. I want you to tell me this story using sounds. You can use any of the instruments that we have been using. You can make high sounds and low sounds, fast and slow, high and low. It can be as long as you want. Now I want you to think about your sound story and when you think you are ready, I would like to hear it”.

Task 6: “Now, I have one more game for you. We don't need the pictures because you are going to make up your own story with sounds. The only thing I ask is that it have a beginning, a middle and an end. (Administrator should put up the three blank pieces of paper as this is said.) Now think about the music you would like to make and when you are ready, let me know”.

Note: All images that are used in the Figure Sets are from Pixabay (<http://www.pixabay.com>), which are released under Creative Commons CC0 (<https://creativecommons.org/publicdomain/zero/1.0/deed.en>). The images are free of copyright, and one can adapt and use them for personal and commercial uses.

Figure Set A



Figure Set B

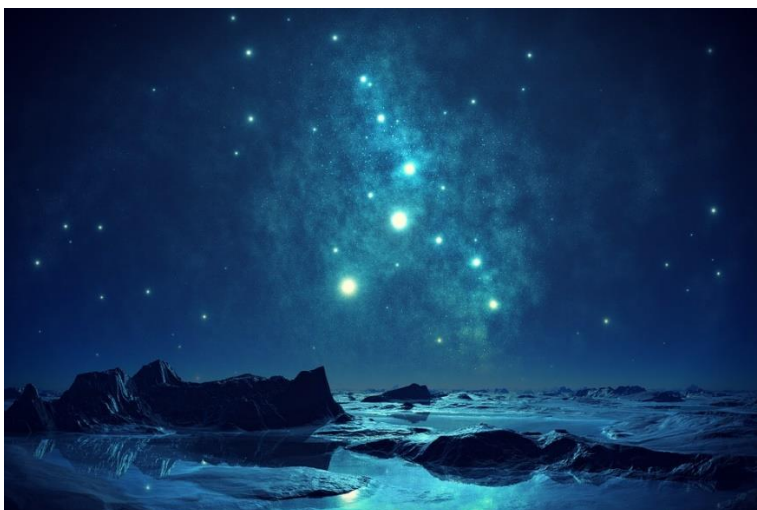


Figure Set C



