

Group Members: _____

Date _____

Homeroom _____

Twinkle Twinkle Little Star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle twinkle little star
How I wonder what you are

Variation 1

Element	How we performed the elements:
Dynamics	Piano or mezzo-forte
Tempo	Moderato OR Andante
Melody	Original tune or chant (no melody)
Texture	Unison or as a round
Rhythm/ Meter	Even or uneven
Timbre	Happy Sad Angry Squeaky Deep voice (low pitch) Frightened Stuttering Excited (it's exciting)

Variation 2

Element	How we performed the elements
Dynamics	
Tempo	
Melody	
Texture	
Rhythm/ Meter	
Timbre	

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Possibilities

Element	How we performed the elements
Dynamics	Piano, mezzo-forte, forte
Tempo	Largo, Andante, Moderato, Allegro, Presto
Melody	<ul style="list-style-type: none"> ✓ Sing . ✓ sing and change the tune, ✓ chant or speak (no melody)
Texture	<ul style="list-style-type: none"> • Unison (all together) • as a round • with an added ostinato
Rhythm/ Meter	<ul style="list-style-type: none"> ▪ Even ▪ Uneven ▪ Change the rhythm of some of the words

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Timbre	<ul style="list-style-type: none"> ➤ Silly voice ➤ Underwater ➤ Outer space ➤ Cartoon ➤ Squeaky ➤ Frightened ➤ Happy ➤ Sad ➤ Bored ➤ Angry ➤ Stuttering ➤ Deliberately (like you really mean it) ➤ Syrupy ➤ Hiccups ➤ Giggling ➤ Embarrassed / shy ➤ Crying ➤ Excited (it's exciting)
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SAMPLE -

Element	How we performed / changed the element
Dynamics	We shouted some of the action words.
Tempo	No change to the tempo
Melody	We sang the last part of the chant on one note.
Texture	Three of us said one line, then the fourth person said the next.
Rhythm/ Metre	Some of the words were held extra long.
Timbre	Combination of speaking and shouting

***Don't forget! Not ALL 6 elements need to change!!!!**

Your job is

1. Perform the rhyme using the timbre indicated on your page. This is variation 1. YOUR GROUP selects dynamics, tempo, melody, texture and rhythm. PRACTICE UNTIL IT IS GOOD. Complete the chart for variation 1.
2. Select a different timbre from the list of possibilities. You may change some of the other elements or leave them the same. PRACTICE UNTIL IT IS GOOD. Complete the chart for variation 2.
3. PERFORMANCE TIME:
 - a. Stand up to perform your 2 variations. You will name the timbre for your 1st variation.
 - b. Perform your 2nd variation and have classmates detect what timbre you are using. Classmates will also notice any changes in other elements from your 1st variation.
 - c. Hand in your chart to the teacher for scoring.