



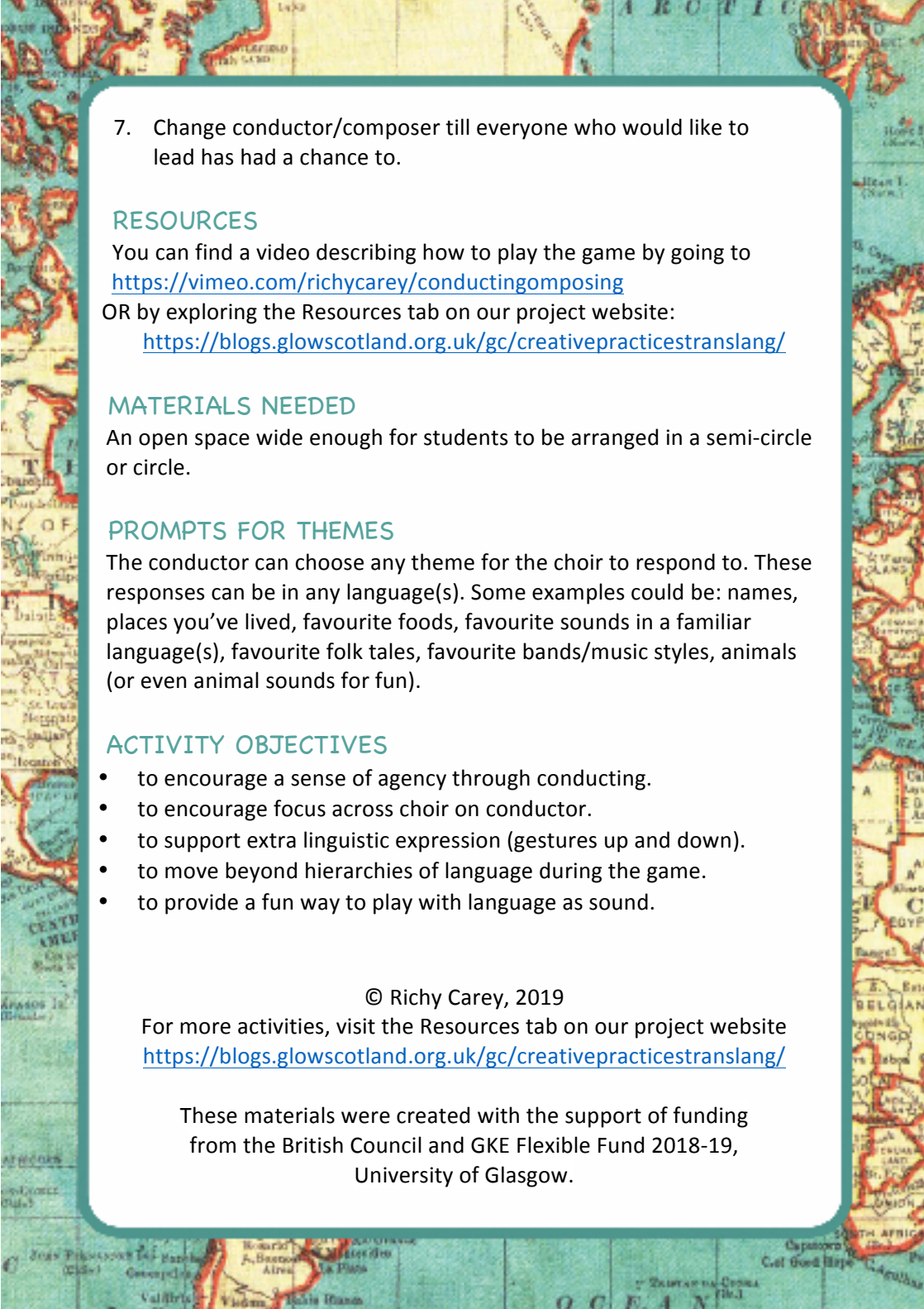
CONDUCTING/COMPOSING GAME

This music/sound making game encourages groups of language learners to use multiple languages at the same time.

This game treats language as musical material, and in doing so asks participants to play with and enjoy the sounds of words as separate from their meaning. Participants musically communicate with each other without the need for using words in a prescriptive way. Creativity and sound enjoyment are key! The appreciation of sound as separate from meaning is termed *phonaesthetics*.

HOW TO PLAY

1. The conductor stands in the middle (on the spot provided), with the rest of the group (choir) arranged around them in a semi-circle, or if in a really big group, in a circle.
2. The conductor chooses the type of sound each individual in the group will make. In the example video, each member of the choir is saying "hello" in a different language. When "sounding", the choir should repeat their word over and over again.
3. The choir only make sounds when inside the instructor's arm span. They should remain quiet when outside of it.
4. The conductor might also choose to attach rules to their upward and downward motions, for instance raising their arms might mean "louder", and lowering them "quieter". Or raising their arms might mean "faster", and lowering "slower".
5. The conductor should agree a signal for the choir to start and to stop before they begin their composition.
6. It's up to the conductor how long their piece lasts for, though these pieces usually last somewhere between 30 seconds to a minute.

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7. Change conductor/composer till everyone who would like to lead has had a chance to.

RESOURCES

You can find a video describing how to play the game by going to <https://vimeo.com/richycarey/conductingomposing>

OR by exploring the Resources tab on our project website:

<https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>

MATERIALS NEEDED

An open space wide enough for students to be arranged in a semi-circle or circle.

PROMPTS FOR THEMES

The conductor can choose any theme for the choir to respond to. These responses can be in any language(s). Some examples could be: names, places you've lived, favourite foods, favourite sounds in a familiar language(s), favourite folk tales, favourite bands/music styles, animals (or even animal sounds for fun).

ACTIVITY OBJECTIVES

- to encourage a sense of agency through conducting.
- to encourage focus across choir on conductor.
- to support extra linguistic expression (gestures up and down).
- to move beyond hierarchies of language during the game.
- to provide a fun way to play with language as sound.

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For more activities, visit the Resources tab on our project website

<https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>

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