

CREATE CULTIVATE COLLABORATE



Approaching Orff: An Introduction to Orff-Schulwerk

Presented by the Fox Valley Orff-Schulwerk Chapter
www.foxvalleyorff.org

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Illinois Music Education Conference
Thursday, January 28, 2016
12:30-1:30pm

Welcome & thank you for choosing to attend our session! Orff-Schulwerk is an approach to musical instruction that follows mankind's musical development from simple Sol-mi ditties, through pentatonic folksongs, modal melodies, and more complicated pieces with harmonic function. Lessons often begin with an element of play and evolve over time into a comprehensive understanding of musical concepts with a satisfying musical experiences.

Today you will experience a collaborative lesson taught by members of the Fox Valley Orff-Schulwerk Chapter. We have chosen one story to explore a variety of Orff media: singing, Orff ensemble, speech and movement, as well as the learning stages: imitation, exploration, improvisation, and creation, throughout the session. Our intention is to provide a model that can be easily adapted to any story, grade level, content, etc. We invite you to discover what the Orff-Schulwerk approach can do for your teaching, and ultimately your students' musical abilities and skills. Please join us today by singing, moving, playing, and creating with us!

Round and Round

- Teacher sings melody for the group.
- Students echo phrases.
- Students explore simple movement and singing in canon.

Round and Round

Round and round the earth is turn - ing. Turn - ing al - ways round to morn - ing.

5
And from morn - ing down — to night.

Once Upon a Time

Teacher reads story: Calabash Cat and his amazing journey by James Rumford

This is Where the World Ends



Here my **friend**, here my **friend**



this is where the **world ends**



here my **friend**, here my **friend**



maybe this is where the **world ends**



how small the world had been un-



-til he found this **end**

Underlined words: snap

Bold word: clap

All other words: pat

- Begin with introducing the poem to students using rote process
- Add body percussion one at a time until entire poem with body percussion is learned
 - OR have students identify words or rhythms that match, rhyme, stick out to them and add body percussion in that fashion
- Practice poem twice in a row - once with words and once without!



Here my friend, here my friend, this is where the world ends. Here my friend, here my friend,



may-be this is where the world ends. How small the world had been un - til he found this end.

A Little Travelling Music

Sung:

Calabash Cat is setting out on his amazing journey.

Trying to find exactly where the world ends.

Melody: Music for Children, Volume I: P104, #17

Transferring Melody to the Barred Instruments:

- Students are in groups of four.
- Teacher sings the following fragments using 'body pitches', students echo.
- Teacher sings again, using hand signs, students echo.

	D'		
S S S	S S	S S S	
D	M	D	D D D

- Students work in groups of four to place melodic fragments (cards) in order.
- Students discover phrase form. (abac)
- Teacher now sings the fragments again, adding the remaining pitches
- (boxes below), using 'body pitches' and then hand signs (cards-on back).

See: Music for Children, Volume I p. 104 #17 for entire melody to make your visuals☺			
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- Students echo each time.
- Students in groups perform the entire melody by 'chain singing'.
- Students all sing entire melody using hand signs.

Students go to xylophones: (instruments are set up in C pentatonic)

- Teacher repeats the 'skeletal' melodic fragments as above. (See the top boxes above)
- Students play on xylophones, echoing fragments as earlier.
- Teacher repeats entire melody (bottom boxes).
- Students again echo entire melody using hand signs or 'body pitches' and duplicate on xylos.
- Students play entire melody together. Add melodic ostinato (below).

Melodic Ostinato:

- Teacher sings (with 'body pitches') M R D--, then with hand signs.
- Students 'discover' M,R,D-- on instruments and play it. Discuss.

The Animals Come to Life

- Students are divided in five groups, one for each animal on the journey.
- Students go over their animal's worksheet choosing a few key words that they think personify the animal.
- Some members of the group are the musicians who will have to use those words as inspiration for their interpretation of the melody.
- The rest of the students are the movers. They are to choreograph movement to accompany the melody. Their choreography is inspired by one special card instructing their movement in some way (levels/high/low, formation, unison vs individual, locomotor & nonlocomotor, etc).
- Teacher facilitates all groups.

Culminating Event!

The story is told once more, but this time, the group creates a final form, for instance- all groups perform their part of the story, all students perform the speech piece, and at the very end all end in three concentric circles singing our opening song.