

It's All About the Process: Orff Schulwerk At Its Best!

J. Southard & L. Sullivan
IMEA 2011 – Ft. Wayne, IN

This session is designed to explore possible ways to process 3 pentatonic pieces with upper elementary aged children. The process in which you choose to teach a piece is the key to a successful and enjoyable Orff Schulwerk experience for students and teachers alike.

“The ability to break down complex concepts into simpler, sequential activities that slowly move towards the desired end is a hallmark of fine teaching in any field.” *Steve Calantropio, Pieces and Processes, 2005.*

“Movin’ Through the City” (See score on next page)


- With barred instruments laid out on floor as a buildings of a ‘city’ – S move on right side of road in their own imaginary form of transportation – T plays quarter note beat on temple blocks – S adjust feet to match beat
- T changes to eighth note beats on temple block
- T changes to sixteenth note beats on temple block (how does that change your steps? – larger/smaller – walk, jog, run)
- T labels form as ABCA – one S suggests movements (walk, jog, run) for each section – S perform while T plays temple block (can be repeated with different movements assigned to the sections)
- Using a visual – T shows poem “Movin’ Through the city” – S speak poem (how does this poem relate to our movement activity? - Same form, talks about movin’ through the city)
- Continue PowerPoint slides to match notation to the forms of transportation listed in the poem
- T shows slide with melodic contour – how is this different? (shows high/low – melody)
- T lists the 4 notes used in the recorder melody – B A F# E – then show and review notes on staff and recorder fingerings
- T shows slide with melodic contour again – S label notes based on the contour
- T shows slide with notation – S name notes and play on recorder
- S will need to practice the phrases – T helps S see the patterns and the form
- Once melody is secure – T shows slide with the improvisation boxes
- S practice filling in the boxes with the names of the types of transportation – S should practice just speaking through it on the spot.
- After S have tried different patterns, take the PowerPoint slide show out of slide show and have S help to decide a class B section – T (or a student) can drag the icons into the boxes to see the pattern – once the boxes are all filled go back into slide show view.
- You can keep the B section as a speech/rhythm improvisation or have S improvise on recorder or barred instruments in la-based D pentatonic.
- Perform ABA with solo improvisations
- A section – accompaniment part – T pats (alternating hands) during the B/F# patterns and then snaps (also alternating hands) during the A/E patterns – help S make note of where the changes occur (what text are they singing in the song when the drone changes).
- At instruments – S set up in D pentatonic (no G’s or C’s & you will have to put in F#’s - both high & low)
- Perform ABA with accompaniment

Movin' Through the City

LM Sullivan

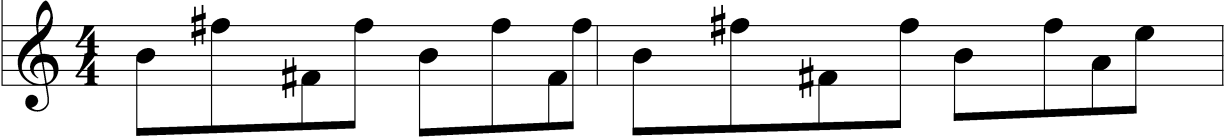
Accompaniment by Josh Southard

SX




Motor-cycle, Subway, Tax-i-cab, Bus Lots of ways to travel for people like us, we can

BX

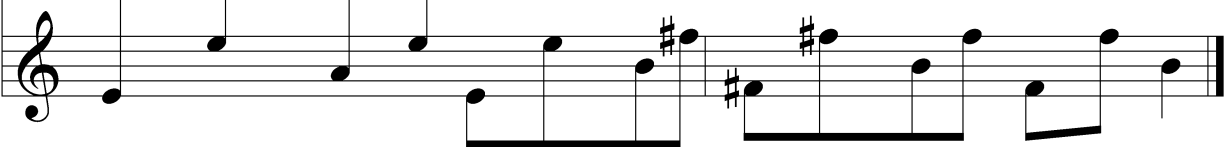


SX



3
move a-round the ci-ty with out a lot of fuss, Motor-cycle, Subway Tax-i-cab, Bus.

BX



It's All About the Process: Orff Schulwerk At Its Best!

J. Southard & L. Sullivan
IMEA 2011 – Ft. Wayne, IN



Kit Kat



Nestle Crunch



Rock Candy



Butterfinger



Twix

Rhythmische Übung #14

- T show visual of pattern A; S chant pattern
- T process body percussion; S perform
 - Say
 - Say and Do
 - Whisper and Do
 - Think and Do
- T show visual of pattern B; S chant pattern
- Using above process, S perform body perc.
- S perform both patterns

- In groups of 4-6 (for typical classrooms), S create 16 bt. pattern using 8 candy bar names
 - Make it simple!
- S assign UPP to pattern
- Perform “Candy Rondo” using RU #14 as A section and S UPP patterns for B,C,D...etc.

- At barred instruments, S set up in C pent. LA-BASED!
- T process melody through skeleton outline
- T adds accompaniment (3-mallets!)
- S perform
- T discuss primary/secondary notes (A and E)
- Using candy bar names from previous activity, S improvise 16 bt. pattern
- S perform final piece in rondo form

Short Piece for Barred Instruments

J. Southard

The first system of music is in 4/4 time. The upper staff, labeled 'SX', contains a melodic line with eighth and sixteenth notes. The lower staff, labeled 'AX', contains a rhythmic accompaniment of eighth notes. The piece concludes with a double bar line and repeat dots.

The second system begins with a measure number '5' above the first staff. The upper staff, labeled 'SX', is marked with the word *improvisation* and contains a blank staff. The lower staff, labeled 'AX', continues with the rhythmic accompaniment of eighth notes. The piece concludes with a double bar line and repeat dots.

It's All About the Process: Orff Schulwerk At Its Best!

J. Southard & L. Sullivan
IMEA 2011 – Ft. Wayne, IN

“A Snowman” (See score on next page)

- T speaks poem and pats st. bt. – S imitate st. bt.
- Slide 1 – S pat steady beat – T speaks text
- S choose their own way to keep steady beat and speak text
- With a partner – S create a steady beat pattern (4 beats) with their partner (connect)
- ½ S perform st. bt. pattern – ½ S speak poem (switch)
- S pat rhythm (alternating hands) and speak text (talk about syncopation)
- T sings melody for A section – S tap rhythm lightly
- T sings melody/text one phrase at a time – S echo one phrase at a time

- Add B section text to Slide 1 – S read text
- S sing A section & speak B section - perform ABA
- How can partners move for the B section? What are some ways you can melt?
- S perform ABA with movement, singing, & speaking
- 1/3 S perform movement & 2/3 S sing/speak – ABA – repeat 2 more times to watch all pairs
- Slide 2 – discuss C pentatonic – then re-based

- At instruments – S set up in C pentatonic (no F's or B's)
- S play rhythm of A section on low D (alternate hands)
- S play rhythm of A section on low A (alternate hands)
- T sings “Winter is coming soon” – discuss melodic direction – S find pitches on instruments
- S sing & play “winter is coming soon” and sing the rest of the A section
- Continue phrase by phrase until A section is complete – discuss the form of the A section – (abac)
- S play A section
- S find a D bordun – then invert it (discuss inversions)
- Finish the movement for the BX part – discuss the challenge in doing this part (keeping track of where you are and where you are going)
- S perform A section with accompaniment part on BX & everyone else playing melody
- If the B section is going to be improvised – what will we have to think about?
 - Lots of D & A
 - Lots of stepwise movement
 - Alternate hands
 - End on D
- Assign instruments & have a group improvise first – then if time, hear solo improvisations

A Snowman

Lisa M. Sullivan

SX

Win-ter is com-ing soon and we'll build a snow - man.

BX

Win-ter is com-ing soon, let's go out and play.

Detailed description: The image shows two systems of musical notation for the song 'A Snowman'. The first system is for Soprano (SX) and Bass (BX). The SX part is a single melodic line in 4/4 time, starting with a quarter rest, followed by quarter notes G4, A4, B4, C5, B4, A4, G4, and a quarter rest. The BX part consists of two staves of chords. The first staff has chords G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, and G2-B2. The second system is for SX and BX. The SX part continues with a quarter rest, quarter notes G4, A4, B4, C5, B4, A4, G4, and a quarter rest. The BX part continues with chords G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, G2-B2, and G2-B2.

Roll the snow and pack it tight,
Let's make him big and round!
Hurry now, the sun is bright
He'll soon sink to the ground!

L. Sullivan