

# That's So Orff!

Lessons, Songs, and Activities for the Elementary Classroom

**Jennifer Kamradt**



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## About the Author

Jennifer Kamradt is a music teacher at West Lincoln-Broadwell Elementary School in Lincoln, IL. She received a Bachelor's degree from Illinois State University and a Master's degree from the University of Illinois. Jennifer has received all three levels of Orff-Schulwerk training at Illinois State University and has presented at the Illinois State Music Educators conferences and the American Orff-Schulwerk Association conference.

## Acknowledgments

To Steve and Cathy, whose support has made this book a reality.

To all my students at West Lincoln-Broadwell through the years—you have helped make these pieces and myself a success.

## Notes for this Book

- Orff is a process that does not need the use of “Orff” instruments to be successful. The parts presented in this book may be adapted in any manner.
- The use of objects/props adds an additional visual flare to any program. Programs in which these are incorporated hold real audience appeal and only increase advocacy for the music program.
- We can truly see the gifts and talents of our students when we reach for high expectations. On a side note: I never really knew that many of my students held hidden talents until I handed them a swirly hoop.

## Instrumentation Key

**SG** Soprano Glockenspiel

**AG** Alto Glockenspiel

**SM** Soprano Metallophone

**AM** Alto Metallophone

**BM** Bass Metallophone

**BX** Bass Xylophone

**SX** Soprano Xylophone

**AX** Alto Xylophone

**CB** Contra Bass Bars

**BI** All Barred Instruments

**Xylo.** All Xylophone Instruments

**FC** Finger Cymbals

**WC** Wind Chimes

**HD** Hand Drum

**Cym.** Suspended Cymbal

**Tom** Roto-Tom

**SH** Swirly Hoop

**Tr.** Triangle

# A Brighter Place

*Grade Level:* Kindergarten

*Concepts:* Beat, Rhythm, Structured Instrumental Improvisation, and Free Movement Improvisation

*Materials:* Any set of Orff Instruments, Streamers, Ribbons, Scarves, and Ring Scarves

## Process

### Prior to Lesson

- Establish the concept of beat in the classroom with various teaching strategies and activities.
- Establish the difference between **beat** and **rhythm**.

### Beat

- Introduce the beat played on the xylophone. The piece is used as an introduction to the barred instruments. If there are too many coordination issues, playing only the C will work, as well.
- Play the drum, and ask the students to play along.
- Make a game out of the beat. Pick a number, but do not reveal it to the students. Have the students listen and try to determine the number. This develops the students' listening skills and the ability to stop together as a group.
- Sing the song on "la," while students play the beat. Have the students join singing when they are comfortable.
- Teach the song by rote. Continue having students play the beat on bass xylophone until they are able to play by themselves.
- While singing, add the soprano glockenspiel/alto glockenspiel part by snapping during the appropriate rhythmic spot.

### Rhythm

- Having set up the xylophone in C pentatonic (C D E G A), establish the rhythm of the song by speaking the lyrics.
- Have students pat the rhythm on body percussion. Note that the hand usage is one in which the hands are alternating.
- Ask students to play the rhythm of the song on the barred instruments. They may play any note they wish.
- Check that students are transferring body percussion to mallet technique.

### Movement

- Establish rules for the use of props in the room.
- Have students sing the song, and use props as a beat instrument within the A section. They can:
  - Tap streamer sticks together.
  - Move in a steady beat.
  - Use ring scarves.
- Have students speak the song and use creative movement with the props within the B section.

**Note:** Ring scarves are the author's innovation and offer an effective, aesthetically pleasing way to tap the beat. Sew scarves onto diving rings so that students can grip the rings and let the scarves fly. These are especially great for special learners.

### Combination

- Practice the transition between sections of beat and rhythm.
- Allow students to experience both movement and instrumental improvisation.
- Allow students to perform the continuous beat on the bass xylophone. The ability to continue a beat without assistance through the B section and with added rhythm playing is a great assessment tool.

### Extensions

- Ask students how they can make the world a better place. Take ideas and form a speech chant as an additional section of the music.
- Add body percussion to the lyrics and transfer this exercise to non-pitched percussion.



## A Brighter Place

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### A Section

Voice

Let's make the world a bright - er place. Let's fill the world with lots of joy.

SG/AG

BX

### B Section

5 \*Creative movement from singers with colorful props

Voice

\*Improvisation on C pentatonic with voiced lyrics rhythm

SG/AG

BX