



& ORFF WITH JOY

SONGS, CHANTS, GAMES, MOVEMENTS, INSTRUMENTAL PLAY

PRESENT:

Teaching in a Socially-Distanced and Online Music Classroom

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These songs and activities are adjusted for teaching in a socially distanced classroom, and online music teaching. The emphasis is on engagement through movement, actions, body percussion, and verse creation songs. This presentation blends camp songs, silly songs and a note value unit have specifically been chosen to motivate children to participate and contribute. There are challenges in each song and activity, but the fun masks the complications and spurs one onto the challenge.

Teaching Online:

Expect:

1. To feel a bit weird. The normal interaction is severely disrupted by the online format.
2. To put out a lot of energy to keep children engaged. And the ratio of energy output to result is no-where near the same as in a classroom, as the 2 (3?) dimensional format is lacking.
3. To have time delays-glitches- and therefore keep the class moving to your timing-beat.
4. To have 'screen fatigue' from such focused concentration.

To Do:

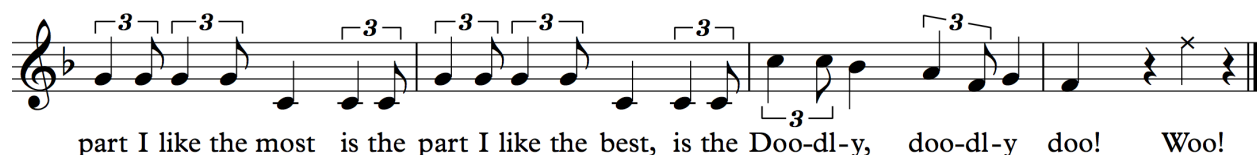
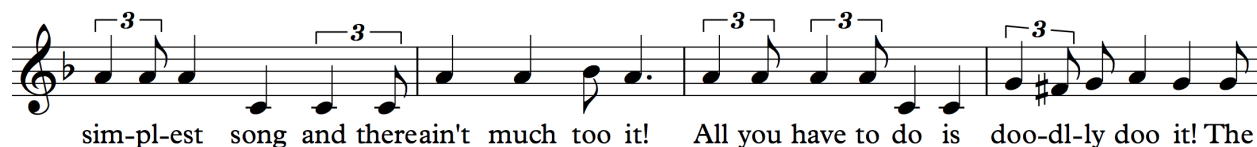
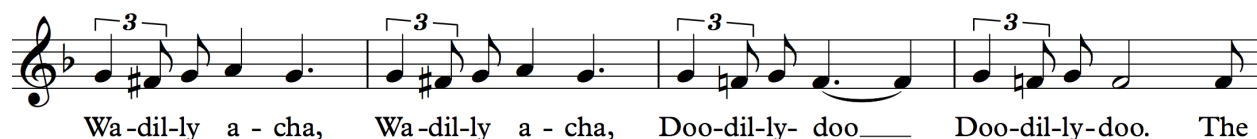
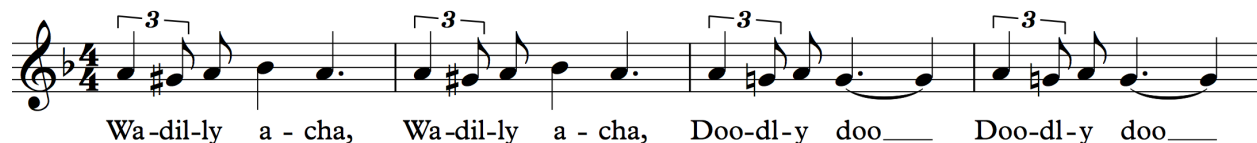
1. Keep things moving- keep the beat for yourself, and when it falls out of time, pull back into the song or activity. Trust the 'rhythm' of the lesson and your teaching ability.
2. Trust the students ability of participation and engagement.
3. Give yourself some grace and flexibility.
4. Have fun with it!

A fun, silly activity to get kids engaged.

Challenge: the pattern, and speed.

Wadilly-Acha

Traditional Camp Song



Body Percussion:

repeat 3x

Grab ear and nose
with Opposite hand

Hand Slice
Patsch



Focus: Action pattern, speed.

Process:

1. Teach the song.
2. Teach the body percussion and actions.
3. Repeat, getting faster each time!

Imitation and play for children

This activity is so flexible- use the chant to pull everyone back into 'time.'

Challenge: physical space, and camera view.

Copy-Cat

Joy Reeve

Leader:

Co - py cat! Don't do that!

Echo:

Co - py cat! Don't do that!

Co - py cat! Do this and that!

Co - py cat! Do this and that!

1: (Ac - tion) 2: (Ac - tion) 3: (Ac - tion) 4: (Ac - tion)

(Co - py) (Co - py) (Co - py) (Co - py)

Process:

Leader: Initiates the text and actions.

Echo: Imitates the leader.

Teacher: Keeps the beat for the chant.

Goals: Imitation

Play

Leadership

Options:

This can be done with;

- a class leader who performs everything and four separate actions, or
- a group of four leaders, each taking a turn with the actions, or
- in partners with one leader and one echo. (The challenge with this will be keeping the actions 'in time' with so many leaders.)

Online: Don't worry about the kids being in time-this is play time. Use the chorus to bring them all back 'in time.'

A Note-Value Unit- this can last for a few weeks. Feel free to stop at any point.

Pizza Lunch

Joy Reeve

Staff 1: 4/4 time signature. Whole note: Ooooo! (Move arms up for length of note). Whole note: Yum (wipe mouth with both arms as if eating-for length of notes). Whole note: Yum.

Staff 2: Quarter notes: Cheese cheese cheese cheese (snap). Eighth notes: piz - za - piz - za piz - za with some (clap - ping).

Staff 3: Eighth notes: pep - pe - ro - ni pep - pe - ro - ni pep - pe - ro - ni pep - pe - ro - ni. (pats - ching on legs)

Purpose:

To use the five note values through performance, then with visual and written formats.

Process:

1. Begin with a steady beat in the feet.
2. Demonstrate the *Pizza Lunch* chant with actions matching the note values.
3. Teach the chant line by line with students echoing.
4. Perform it together with the students.

Next Class:

1. Aurally review the *Pizza Lunch* chant with actions.
2. Write only the lyrics on the board in the order-with or without a grid.
3. Students perform the *Pizza Lunch* chant with the teacher pointing to the lyrics and keeping a steady beat. This is done to set up the discovery of the length of the notes as measured by the beat.
4. Perform with 'magic lips' which is internal audiation, and the lips keep moving-but with no sound.

Next Class: Moving from Aural to Visual

Once the students have performed *Pizza Lunch*, the following note grid can be used to support discovery of how long each note is held for, and how many notes or sounds are heard within one beat. The premises for this demonstration are:

1. One box equals one beat
2. One sound or syllable equals one note
3. If the notes sound different, they look different.
4. As each note gets shorter and faster in time, something visually is added to it.

Purpose:

Students will use their aural experience of performance to discover the length of each note and how many notes are heard as measured by the beat.






Guiding Questions:

What is the relationship between beats and notes? How many beats does each note last for? If there is more than one note to one beat, how many notes are in each beat?

For older grades, this can be discussed in terms of ratio: *If the ratio of notes to beats is more than 1:1, how many notes are in each beat?*

What do you hear in terms of how many beats per sound, or sounds per beat?

Process:

1. A blank grid is on the board.
 2. Perform the *Pizza Lunch* chant while pointing to each box as if reading.
 3. Ask: *In music what represents sound?* Answer: notes.
 4. Explain: *In music we start with the basic note, and as it gets shorter and faster, we add more to it.*
 5. Draw in the whole note. Perform the “Ooooooooo!” part of the chant while pointing to the four boxes of that row.
 6. Ask: *How many boxes does the “Ooooooooo!” part last for?* Draw in the lyrics (an arrow through the boxes can be helpful to show the note is held).
 7. Perform the first two lines of the grid, pointing to the boxes. Stop after the half-note part is performed.
 8. Ask: *How long is a “yum” held for?* Demonstrate with pointing if necessary.
 9. Draw in two whole notes and lyrics, explaining the second premise, and asking *What will we add?* Add the stems to create half notes.
 10. Continue in this manner for the remainder of the grid, maintaining the order of learning
 - a) review aural chant while pointing to the boxes.
 - b) ask: *How many beats per sound do you hear?* (for  and )
- Or: *How many sounds per beat do you hear?* (for   and )
- c) draw in the former notes of the last line.
 - d) ask: *What do we need to add to these notes, because they are different from these notes* (point to the last ones used)?
 - e) repeat this process until all notes have been filled in.
11. At some point, write down the names of the types of notes down side of the grid. This may naturally happen when a student identifies a type of note i.e. ‘quarter note’.
12. Students then write down the chant on their worksheet.



















Pizza Lunch Grid

1 Box=1 Beat

If the notes sound different,
they look different.

1 Sound or syllable = 1 Note

As each note gets shorter and faster,
something visually is added to it.

 Ooo -	 ooo -	 ooo -	 ooo !
 Yum		 Yum	
 cheese	 cheese	 cheese	 cheese
 pi-zza	 pi-zza	 pi-zza	 pi-zza
 pep-pe-ro-ni	 pep-pe-ro-ni	 pep-pe-ro-ni	 pep-pe-ro-ni

Non-Pitched Percussion Instrument Options:

In Partners: If there is enough of one instrument (i.e. drums, rhythm sticks) for half the class then students work in partners with one playing the instrument and the other reciting the chant. Then switch, so everyone has a turn on an instrument.

Next Class: Imitation: Recording the Information

1. Review the *Pizza Lunch* chant with the visual, pointing to each box as the chant is performed.
2. Hand out the *Pizza Lunch* and *Mix 'n Match Your Lunch* sheets.
3. Stand at the back of the room to observe the students, and have them recite the *Pizza Lunch* chant while they point to the boxes to keep a beat.
4. Read through the worksheet, demonstrating and explaining what the students are to do.
5. When the students are finished filling in the worksheet, as a class they should perform the chant reading from their own sheet.
6. Have students trade sheets with a partner and perform as a class again, to check their partner's work.

Mix 'n Match Your Lunch

Joy Reeve

Pep-pe - ro - ni pep-pe - ro - ni pep-pe - ro - ni pep-pe - ro - ni, Cheese cheese cheese cheese

Ooooo! Piz - za piz - za piz - za piz - za Yum Yum!

Purpose:

For students to apply their knowledge of different note values by creating their own version of a *Pizza Lunch* by mixing up the order of the notes that was presented.

Process:

1. Hand out sets of the Note Value Cards (page 65).
2. Aurally demonstrate a mixed-up version of the *Pizza Lunch* Chant, and have the students put their cards in the order of the performance, as above.
3. Model another version with the class that they create by mixing the note values.
4. Handout the sheets for partners of students to create their own *Mix 'n Match Lunch*.
5. Everyone perform their versions at the same time as a class practice.

Note: An Extended Activity is offered on the next page: *Choose Your Toppings*.

Next Class: Performance Assessment

1. Review the chants and accompaniments as performed at the end of the last class, with everyone performing both their *Mix 'n Match Lunch* chant and their *Share My Pie?! as accompaniment*.
2. Choose two pairs of students, one pair to perform their *Mix 'n Match Lunch* chant and the other to perform their *Share My Pie?! as accompaniment*.
3. Establish a steady beat and count them in.
4. Switch parts.
5. As each pair performs, the rest of the class identifies what they are hearing by holding up the note value cards, or putting them in order of performance.
6. Continue this pattern until the whole class has performed.

Assessing:

1. The performance of the five different note values in simple time.
2. The writing of the five different note values in simple time.

Non-Pitched Percussion Instrument Options:

In Partners: If there is enough of one instrument (i.e. drums, rhythm sticks) for half the class then students work in partners with one playing the instrument and the other reciting the chant. Then switch, so everyone has a turn on an instrument.

In Groups: (Maximum 5 people) Using various types of families of instruments (skins, metals, woods, etc.) students can decide which instrument or family of instruments should play which type of note. Each group performs, taking turns one after the other.

A Musical Pizza Lunch:

Name & Class: _____

1. Keep a beat and perform *Pizza Lunch* with actions that match the length of the words. Try to notice how many sounds there are in each beat, and how many beats a note lasts for (there is a hint in how the words are written below).
2. Each box in the grid below equals one beat. Write in the words on the bottom of the boxes and the notes above.
3. Keep a beat again, and perform the chant again, reading what you have written. Does it sound correct? If not, what has to be fixed?

Oooooo

-

-

-

yum

-

yum

-

cheese

cheese

cheese

cheese

piz-za

piz-za

piz-za

with some

pep-pe-ro-ni

pep-pe-ro-ni

pep-pe-ro-ni

pep-pe-ro-ni

Mix 'n Match Your Lunch:

1. Using *all* the note values and words, mix up the order of the rows and words for your own version of a pizza lunch. Make sure to mix the rows, not the boxes!

Now:

2. Perform your version out loud, while pointing to each box to keep the beat. Do this 3 times!
3. Add different actions or body percussions to the words, making sure to match the number of sounds with the actions or body percussion. Practice this 5 times!
4. Be able to perform your *Pizza Lunch* with the words and actions/body percussion.

Create An Accompaniment:

Create a sentence that fits in four beats. This sentence should be relevant to the *Pizza Lunch* Chant. For example it could be a reaction or a comment. This sentence will be an accompanying ostinato when others perform.

1. Think of your sentence. Make it interesting with descriptive words.
2. Keep a beat, say your sentence, and make adjustments to make it fit in four beats.
3. Write the sentence below.

How well were you able to keep the ostinato going while someone else performed?

Awesome!



Pretty good

OK




That was hard!

Choose Your Own Toppings

Students may ask to add their own toppings to their *Mix 'n Match Your Lunch*. The goal is for students to match the new words to the correct notation, or adjust the words to fit the notation of the row.

1. Make three lists of toppings categorized by the number of syllables in each word.
2. Ask the students:
 - a) *What do you notice about the number of syllables that are used for the words of Pizza Lunch? (There are either one, two, or four syllable words.)*
 - b) *Why are the notes either one, two or four syllables?*
 - c) *Which notes do they match?*
 - d) *Can these notes be adjusted to fit other notes?*
 - e) *What does this mean if you add your own toppings and use new words?*
 - f) *What do you do with words with three syllables?*
3. For the list of words that have three syllables, ask students to find ways to either:
 - a) reduce the number of syllables to two , i.e. 'feta cheese' can become 'feta' or
 - b) extend the topping into four syllables  by adding a descriptive word i.e. 'red peppers' can become 'fresh red peppers' or 'yellow peppers.' The idea here is to add another syllable to create sixteenth notes by adding a descriptive word.
4. Students may come up with note combinations that create rhythms. The point of this activity is for students to use the same note value within a row (not mixing eighth and sixteenth notes), and to use all the note values. A creation of rhythm can be used with additional lines. The creation of rhythms can be at the teacher's discretion.

Syllables:

 One	 Two	 Four	Three	Descriptions
ham	bacon	cappicollo	green peppers	yummy ripe
beef	onions	jalapenos	red peppers	juicy grilled
	olives	kalamata	tomatoes	spicy fresh
	mushrooms	margarita		crispy hot
	basil			extra

An example:

Oh - ya! fe - ta, fe - ta, fe - ta, fe - ta, cheese, cheese, cheese, cheese, dried to - ma - toes, dried to - ma - toes, dried to - ma - toes, dried to - ma - toes, good!

Choose Your Own Toppings

Name & Class: _____

1. Using all the note values, choose your own toppings for your pizza.
2. Make a list of your favourite toppings- use the back of the page.
3. Find out what note value the topping matches.
4. Do you need to add another word to make it fit a note value?
5. How can you adjust how you perform the word so it fits?
6. Have you used all the note values?
7. Write them down in the order you choose.

List of Toppings:

Match the Notes:

Any Words to Add?



My Favourite Pizza

The online 'hit' - with puppets!

Down By the Bay

Traditional Echo Song

Lead: 
Down by the bay, where the wa - ter - me - lons

Echo: 
Down by the bay,


grow back to my home, I dare not go. For if I


where the wa-ter-me-lons grow, back to my home, I dare not go.

Verse Solo:


do, my Ma - ma will say; Did ya


For if I do, My Ma - ma will say;


ev - er see a whale, with a pol - ka dot tail? Down by the bay! Down by the


Down by the bay!

Focus: Verse Creation
Echo Singing

Process:

1. Teach the students the chorus, by asking them to echo you.
2. Then ask them to hold the last note while you sing the next part, and you hold your last note while they sing the echo.
3. Demonstrate a few verses, pointing out the rhymes.
4. Ask if anyone has a verse, and they are to wait with their hand up during the chorus.

If a student's verse doesn't rhyme, you can ask them to rhyme it, or help it along. I often just let it go and get back into the song.

Alternatively, the verse could be sung as a cloze activity where the kids are the ones who fill in the rhyming word.

