



and
ORFF WITH JOY

SONGS, CHANTS, GAMES, MOVEMENTS, INSTRUMENTAL PLAY

Wintertime
Diatonic Version

Text Toronto Board of Ed
Orff Itinerant Teachers
Music Joy Reeve

One, two three four, win - ter - time is here once more!

Five, six se - ven eight, go out - side don't hi - ber - nate!

Q: **X** Get off the couch! Get off the couch!

A: **○** Go out-side! Go out - side!

Glock Great! It's gon-na be great!

AM

Rhythmic Improv:

Solo: Group:

Student Choice: $\frac{4}{4}$ (First, second, third) too! There is sooooo much to do!

Clap: $\frac{4}{4}$

Patsch: $\frac{4}{4}$

Movement Improv:

Solo: Group

Group Movement: $\frac{4}{4}$ First Word (Group acts it out-or tableau) Second Word (Group acts it out-or tableau)

Clap: $\frac{4}{4}$

Patsch: $\frac{4}{4}$

Class:

Perc. $\frac{4}{4}$ Third Word (Group acts it out-or tableau)too! There is sooooo much to do!

CL

P

Melodic Improv:

Solo: Group:


(Students fill in) too! There is sooooo much to do!

Teaching Goals:

Grades 1&2: Improvisation:

1. Movement- imitation of activities
2. Rhythm- aural-fitting in the winter activities.
-decoding rhythms


Grades 3-6: Improvisation (skill dependant)

1. Rhythm- aural-fitting in the winter activities. (Add verbs to create )
 - decoding rhythms
 - Q & A in NPP
2. Melodic- students add pitches to their words using grouped sol-fa cards:
 - a) d-r-m
 - b) s-l-d'
 - c) full pentatonic
 - d) diatonic

Creating a Winter Activities Chant:

1. Begin with the patsch-clap beat-keeping.
2. When ready add the chant with the words, and repeat a few times. Invite the students to join you.
3. Using summer activities, fill in your own list-this is the model for students to imitate. ie: *swimming, baseball, canoe-ing too, there is soooo much to do!*
4. Students get into groups of 3 preferably.
5. Each student chooses an activity, and the group chooses an order.
6. Together, all groups perform their words so they have a chance to practice.
7. Once secure and flowing, bring it to a stop.
8. Explain that going around the circle, each group is going to perform their choices.

Performing:

1. Again, establish the beat-keeping pattern of patsch-clap (legs-clap)
2. Cue the students, matching the beat-keeping pattern with:

one, two rea-dy go!
3. Go around the circle with each group performing. The teacher should cue each group, and support them in being ready to perform.

Next: Transfer to NPP Instruments

Preparation:

1. Ask students to match the rhythm of the words with claps.
2. Keep the beat on a drum, while reciting the chant.
3. Students are to add in their words and clapping as the teacher beats the drum.

Transfer:

1. Review the clapping of the rhythm of the words the groups chose.
2. Transfer to an instrument of choice.
3. Explore 'Wintery' sounds- metals. Triangles, bells, cabasas.

Note: If this is moving too fast- you can use the Movement response with the rests so students can absorb what is happening.

Winter Activities:

skiing

sledding

snow-forts

lying in the snow

snow-people

snowmen

snow-angels

snow-condos

snowball fights

skating

snow-boarding

snow-cones

VERBS:

going

making

eating

Winter Activities:



skiing	going	(going skiing)
sledding	making	
skating	eating	
snow-forts	playing	
snowmen		
snow-cones		
hockey		



snow-people
snow-angels
snow-condos
snow-boarding



snowball fights



ly-ing in the snow

Wintertime

Pentatonic Version

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