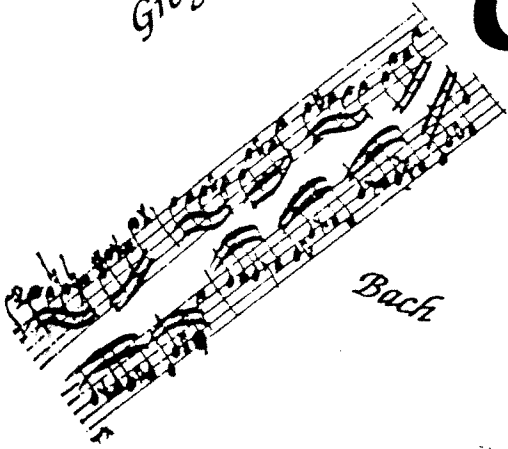


"CLASSIC" ORFF

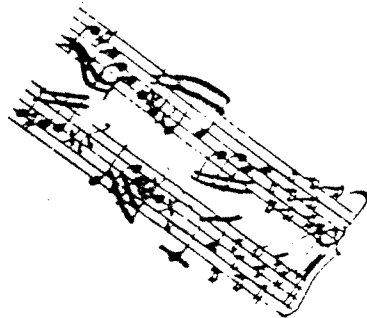
Greig



Bach



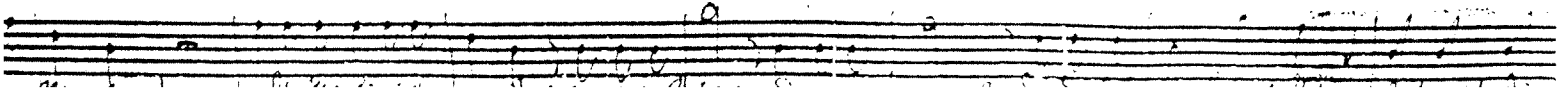
Mozart



Beethoven

Pachelbel

ORFF CHILDREN'S DAY
MAY 6, 1994



5. The Selfish Hermit! Little Martin, you will be a great musician! You will be a great musician! You will be a great musician!



Bonjour! My name is Maureen Monson. I grew up in Winnipeg and took piano lessons as a child, but never thought of teaching music. I studied languages at university and taught high school French, and then became a counsellor. After our children were born, I took up piano lessons again and the next thing I knew I was playing for and directing children's church choirs, and studying something called Orff! Twelve years ago, I began teaching music in a French Immersion school. Now I teach at École St. Avila and direct an adult church choir. I love the theatre, musicals, going to our cottage with my husband, our grown-up kids and all our friends and theirs, AND, of course, making music "the Orff way!"

if it's not you you're going to be a great musician! You will be a great musician! You will be a great musician!

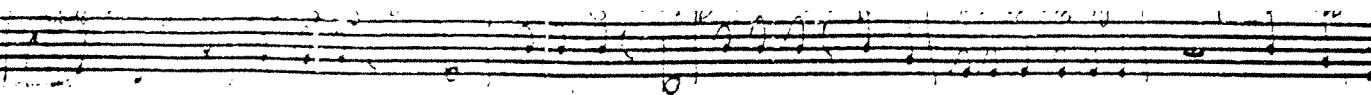


Hello! My name is Brenda Harvey and I will be your choral teacher today. I teach kindergarten to grade six music at Whyte Ridge School in Fort Garry and I am also mom to a son who is 10 years old and a daughter who is 5 years old.

My childhood was a very happy one. I grew up in St. John's, Newfoundland, and was lucky to have parents who really encouraged me to study music. When I was in grade five I couldn't wait to attend my piano, violin and singing lessons. I sang in the school choir too, so music was an important part of my life.

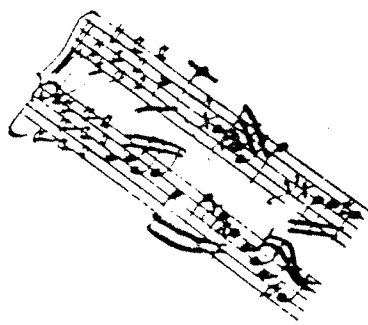
After I finished high school, I went to Mount Allison University in New Brunswick. I studied to become a music teacher so that I could share my love for music with others.

Today, I feel very fortunate to be working with you because I know that you are all enthusiastic young musicians. Remember always to "keep a



MAY 6, 1994
 OFF CHILDREN'S D

Beethoven



Bach

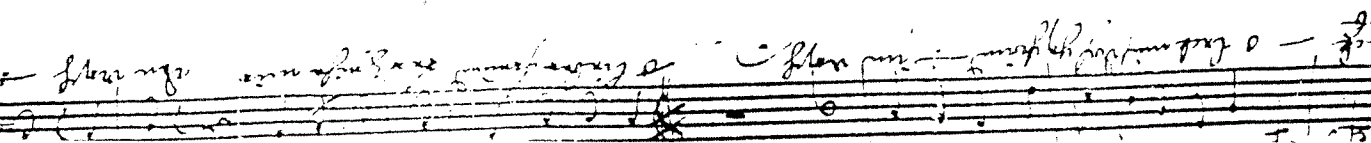


Greig

Pachia

OFF

"CLASSIC"

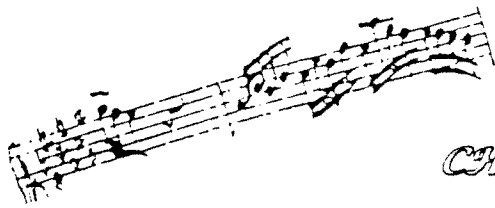


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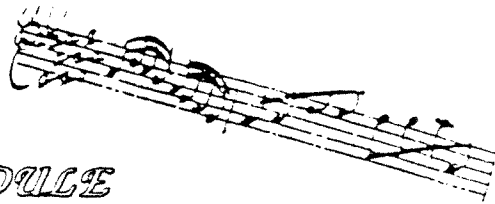
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CHILDREN'S DAY SCHEDULE



May 6, 1994

Fort Garry United Church

TIME	RED	BLUE	GREEN	YELLOW	ORANGE
8:50-9:00	OPENING SESSION UPPER HALL				
9:05-9:55	Bach	Pachabel	Greig	Holst	Beethoven
9:55-10:45	Beethoven	Bach	Pachabel	Greig	Holst
10:45-11:00	SNACK AND RECESS - FRONT FOYER				
11:05-11:55	Holst	Beethoven	Bach	Pachabel	Greig
11:55-12:40	LUNCH UPPER HALL				
12:45-1:35	Greig	Holst	Beethoven	Bach	Pachabel
1:35-2:35	Pachabel	Greig	Holst	Beethoven	Bach
2:35-2:50	RECESS				
2:50-3:30	SHARING SESSION - UPPER HALL				

The clinicians are located: First Groupings 9:05-9:55 A.M..

Bach - Brenda Harvey - Red - Sanctuary

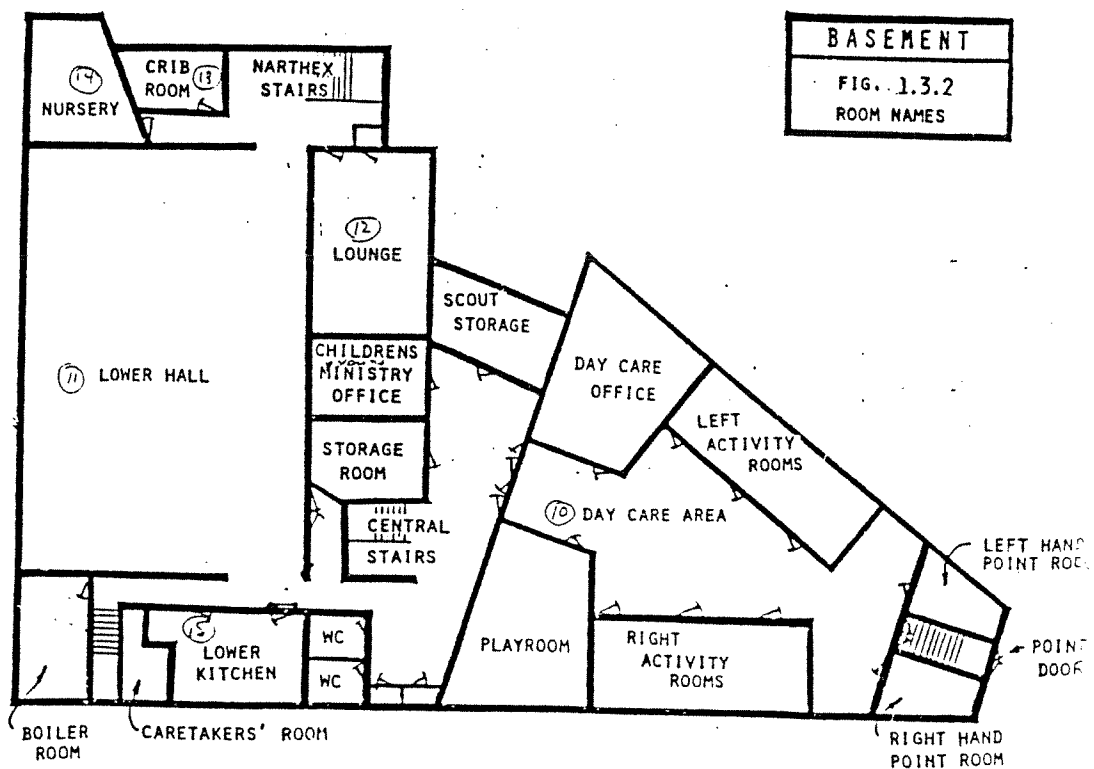
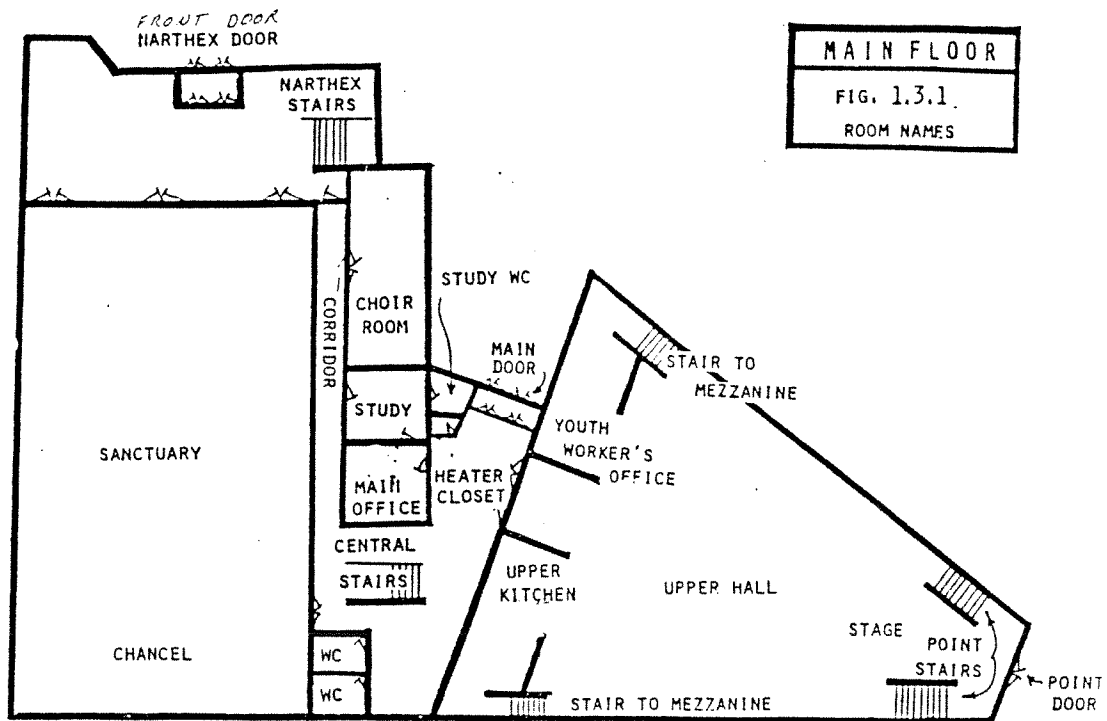
Pachabel - Maureen Monson - Blue - Lounge

Greig - Paula Jesson - Green - Lower Hall

Holst - Lucienne Saurette - Yellow - Upper Hall

Beethoven - Sandra Komishon - Orange - Choir Room

Please see the map on the other side.



PACHABEL'S CANON (teaching notes)

Canon — *J. Bachabel, arr. D. Asplund*

from- Volume 3., "Let's Do it Again"

by D. Asplund and D. Otto, Jenson Publications 1990

I have taught this piece, following David Asplund's notes exactly as written in this fine volume of music for the Orff classroom. As well, my students have improvised/created simple movement. However, when presenting this piece, they never choose instruments. I have also tried recorder on the glockenspiel parts, but my students prefer to play this piece as written! I have included wrds to facilitate the teaching of parts, but for the performance, my students simply sing on "li." I teach all parts by rote, except the sm/sx parts, which students read.

TEXT:

SG - Os-ti-na-to-os-ti-na-to

AG - Play-it-once-and-then-you-can, -can repeat it.

SM/SX - Pachabel was born in a German city, sixteen fifty-three was the date for that.

*AX - Johann Pachabel played organ BX - And he played it
(AX and BX) - very nicely.*

BB - Slow-and-stead-y-is-the-tem-po.

MOVEMENT:

Should be smooth, fluid, legato, mostly stationary

Glocks- Hands above head moving downward, then upward with the descending and ascending notes.

SM/SX - Stepping sidewise, on the rhythm, like a grapevine, right to left for 2 bars, then left to right for 2 bars.

AX/BX - As partners, each stepping to the quarter note, circling around each other.

BB - swaying side to side.

CANON

JOHANN PACHELBEL

Adapted and Arranged by DAVID R. ASPLUND

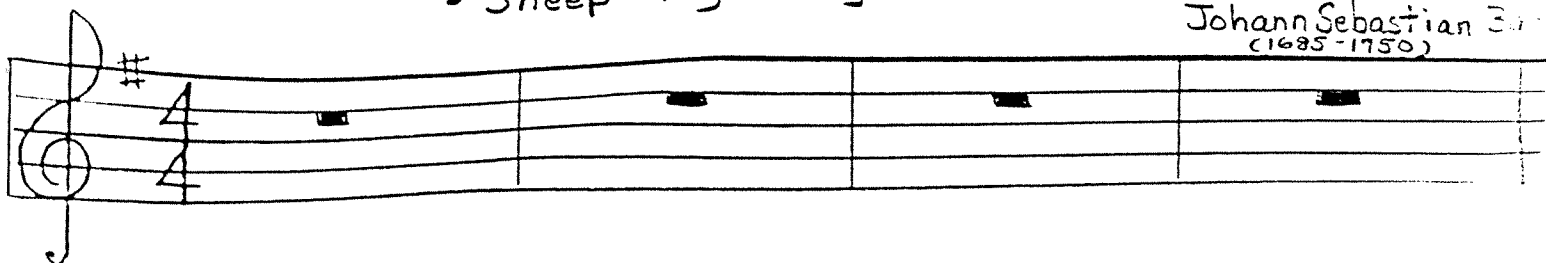
Smooth and Connected (♩ = 69-72)

First system of musical notation for the Canon. It consists of five staves, each with a label to its left: SG/AG V1, SM/SX V2, AX V3, BX1 V3, and BM/BX2 (BB). The music is written in 4/4 time. The SG/AG V1 staff begins with a treble clef and a key signature of one sharp (F#). The SM/SX V2 staff begins with a treble clef and a key signature of one sharp (F#). The AX V3 staff begins with a treble clef and a key signature of one sharp (F#). The BX1 V3 staff begins with a treble clef and a key signature of one sharp (F#). The BM/BX2 (BB) staff begins with a bass clef and a key signature of one sharp (F#). The music is written in a smooth and connected style, with a tempo marking of ♩ = 69-72.

Second system of musical notation for the Canon. It consists of five staves, each with a label to its left: SG/AG V1, SM/SX V2, AX V3, BX1 V3, and BM/BX2 (BB). The music is written in 4/4 time. The SG/AG V1 staff begins with a treble clef and a key signature of one sharp (F#). The SM/SX V2 staff begins with a treble clef and a key signature of one sharp (F#). The AX V3 staff begins with a treble clef and a key signature of one sharp (F#). The BX1 V3 staff begins with a treble clef and a key signature of one sharp (F#). The BM/BX2 (BB) staff begins with a bass clef and a key signature of one sharp (F#). The music is written in a smooth and connected style, with a tempo marking of ♩ = 69-72. The system includes a first ending (1.) and a second ending (2.) for the SG/AG V1 staff, with a ritardando (rit.) marking at the end of the second ending.

♪ Sheep May Safely Graze ♪

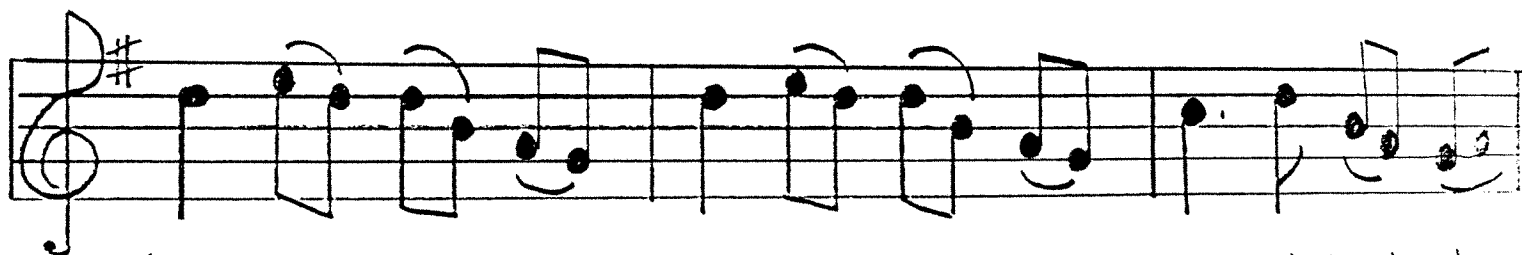
Johann Sebastian Bach
(1685-1750)



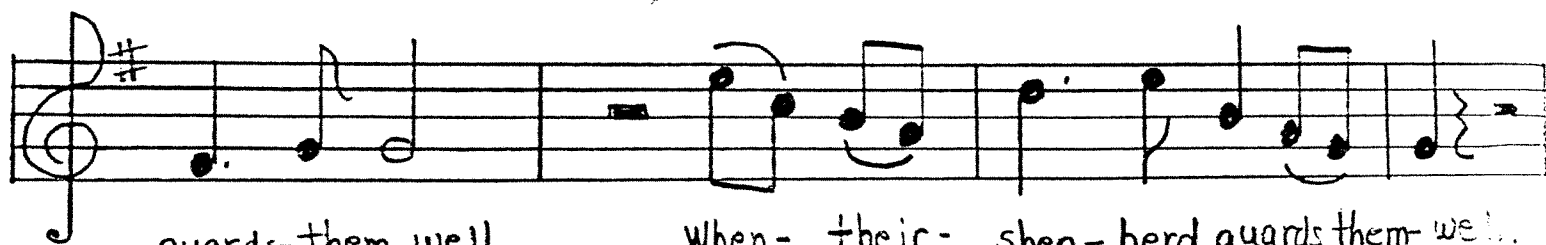
Sheep in — pas — tures green a — bid — ing safe — ly with their



Shep — herd rest. Cooled by — wa — ters swift — ly glid — ing,



Sheep may — safe — ly — graze in — pas — tures when their shep — herd



guards — them well. When — their — shep — herd guards them — well.



Tubilate Deo

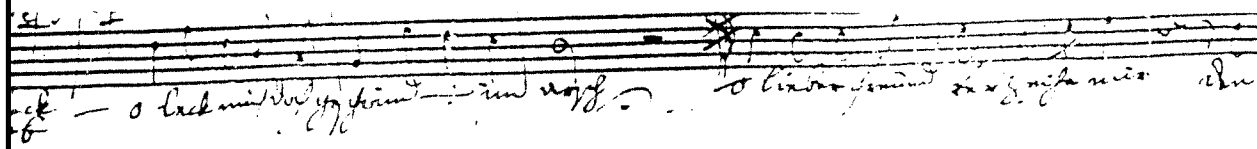
Michael Praetorius
(1571-1621)

2. 3.

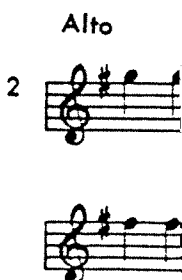
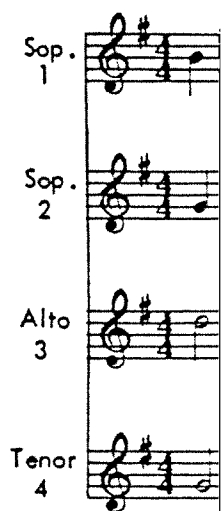
Ju-bi-la-te-De-o. Ju-bi-la-te De-o,

Al-le-lu-ia!

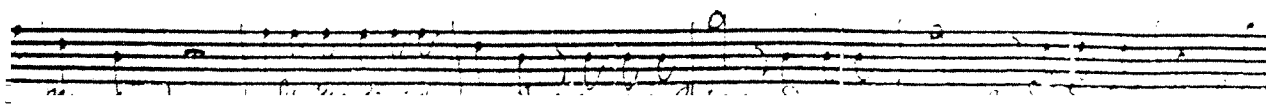




"CLASSIC ORFF



ORFF CHILDREN'S
MAY 6, 1994



This is an extra part if THREE soprano recorders are used.

3rd Sop. (Trio)



TRANSPPOSED PARTS

This is the TRANSPPOSED alto part. It is used if the player uses soprano fingering.

Alto



This is the 2nd soprano part TRANSPPOSED for alto recorder if an alto is used in preference to a soprano.

It is used if the player uses soprano fingering.

Alto

It may also be used in the ensemble if more than one alto recorder is available.



Bass

This is the TRANSPPOSED bass recorder part. It is used if the player uses soprano fingering.



CLASSIC ORFF MOVEMENT

Reference: Joyce Boorman *The Astronauts and other Creative Dance Experiences for Children from Four to Eight Years*

Straw-hat/Top-hat" based on Grely's "Norwegian Dance No.2"

Teaching Procedure :

a) Top-hat (A section)

- children are in scatter formation on floor. Practice moving to sound cues:

skip - hand drum (head-step; rim- hop)

spin - nails on drum

bounce - timpani

- Order cues as in dance.

- Sit at chart (visual representation) for discussion of style.

- Add introduction: heel, toe, heel

- Listen to music and follow visual (A section only)

- Practice moving to music.

b) Straw-hat (B section)

- Scatter formation. Exploration of movement to sound cues:

slide (4X), stamp (3X) - timpani

Listen to pattern on timpani. Decide how to move. Explore.

Teacher chooses someone doing the pattern to model for the class.

Practice with a partner.

skipping - hand drum (head- step; rim- hop) - fast tempo

Practice skipping in a circle with a partner (8 beats; then change direction for 8 beats)

- Order cues as in dance (B section)

- Sit at chart for discussion of style.

- Listen to music and follow visual (B section only)

- Practice moving to music.

c) Look at chart. Listen to entire selection while imagining movement.

d) Perform in entirety.

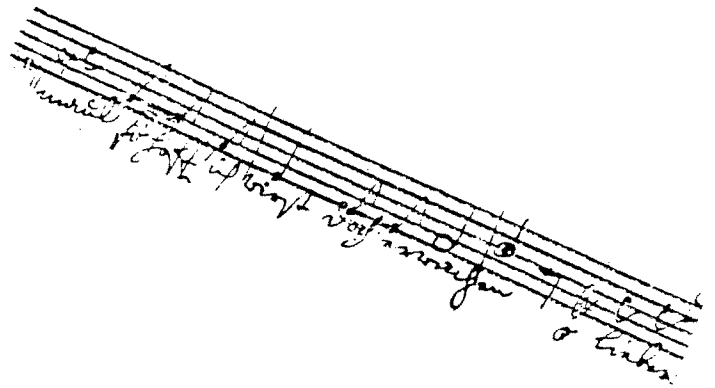
Polish with style. i.e., Fred Astaire/Down-Home flair

Note: If space permits, have straw-hat people form one line facing top-hat people in opposite line. In A section, line 1 moves alone, then line 2 moves alone on repeat. In B, both lines

Greig

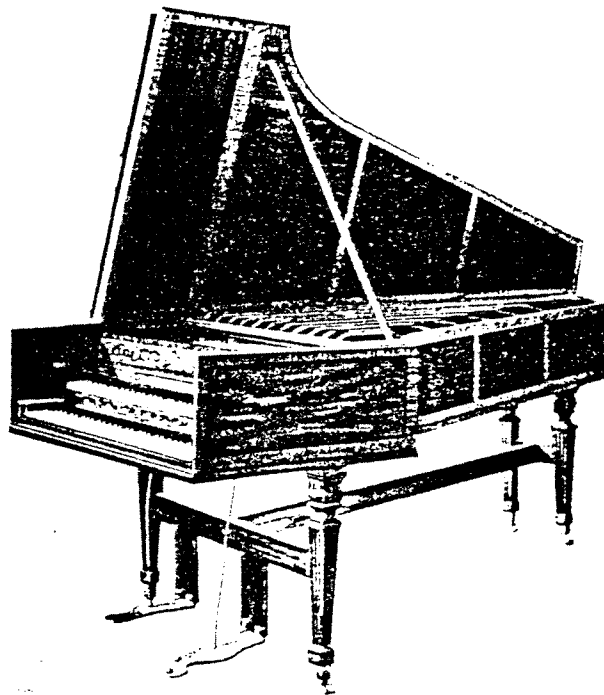
Bach

Mozart
MOZART MUSEUM SALZBURG



Beethoven

Bachabel



A harpsichord of the eighteenth century

*Salzburger
Festungskonzerte*
SALZBURG FORTRESS CONCERTS
CONCERTI ALLA FORTEZZA DI SALISBURGO

Musik & Atmosphäre

Holst

Mars, Bringer of War

by: G. Holst

adapted by : L. Samrette

Concepts: 5/4 chromaticism, ostinato, M , d. , ff. , cresc. , accent

Materials: scarves

Process: -children sit in their personal space

-discuss some of the countries in the world where war is a part of daily life.

- "You are caught in a war zone. Move to the sound of drum."

-play a series of 4, 3, 2, beat patterns.

- Find a way to show me an accent-and to remember it.

-Separate group in 3 A- B- C.

A- does 3 beat pattern $\text{M} \mid \mid$

B- does 2 beat pattern $\text{M} \mid$

C- does melody rhythm $\text{d. d} \mid \text{d. } \text{♩} \mid$

- distribute scarves

- mix the 3 and 2 beat patterns

- 3 groups (A, B, C,) walk around room saying speech

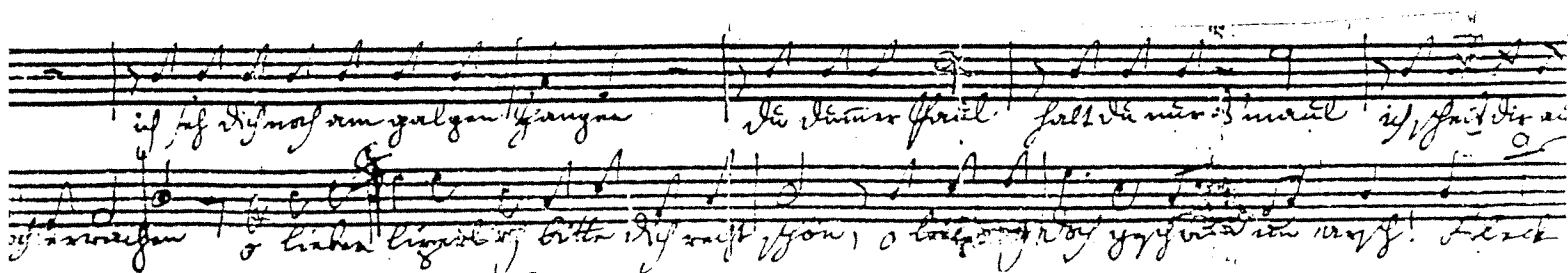
ostinato showing accents with scarves in hand

- transfer to instruments

- layer in instruments - one player at a time

- build to ff

- SM, AM, BM, play bis



Mars, Bringer of War

by: G. Holst
adapted by: L.Saurette

A

R
SM
AM
BM

PRAY FOR PEACE

PRAY FOR PEACE

AG

I hate war

BX
AX
SX

3

WOODEN
MALLETS

3

BB

WAR IS THE WORST WE HAVE ON EARTH!

3

CODA: BX ETC