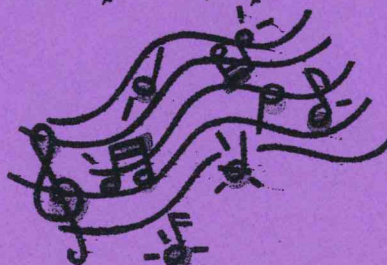


# Orff Children's Day 2006



## POP ORFF

Thursday, May 4, 2006



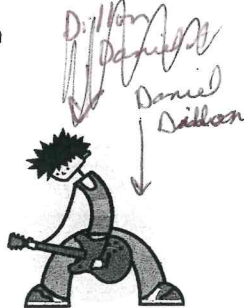
Parents come for concert

Mrs. Funk (Dorothy)  
Laurie Lane (Tyler Buhay)

# Schedule - Thursday, May 4, 2006.

8:30 - 9:00 Registration and grouping by name tag symbols

9:00 - 9:15 Opening Session



| Time        | HIP HOP<br><i>blue</i> | ROCK N' ROLL<br><i>neon green</i> | TECHNO<br><i>white</i>                                    | RAP<br><i>orange</i>   | HEAVY METAL<br><i>yellow</i> |
|-------------|------------------------|-----------------------------------|-----------------------------------------------------------|------------------------|------------------------------|
| 9:20-10:00  | Benum CHORAL           | Gagne REORDER                     | Penny BASIC ORFF<br><i>down stairs</i>                    | Vasquez MOVEMENT       | Fitzmaurice BASIC ORFF       |
| 10:05-10:45 | Fitzmaurice BASIC ORFF | Benum CHORAL                      | Gagne REORDER<br><i>Room 302 - upstairs</i>               | Penny BASIC ORFF       | Vasquez MOVEMENT             |
| 10:45-11:00 | RECESS                 | RECESS                            | RECESS                                                    | RECESS                 | RECESS                       |
| 11:05-11:45 | Vasquez MOVEMENT       | Fitzmaurice BASIC ORFF            | Benum CHORAL<br><i>room 303 - left of ramp</i>            | Gagne REORDER          | Penny BASIC ORFF             |
| 11:45-12:25 | LUNCH                  | LUNCH                             | LUNCH                                                     | LUNCH                  | LUNCH                        |
| 12:30-1:10  | Penny BASIC ORFF       | Vasquez MOVEMENT                  | Fitzmaurice BASIC ORFF<br><i>room 301 - right of ramp</i> | Benum CHORAL           | Gagne REORDER                |
| 1:15-2:15   | Gagne REORDER          | Penny BASIC ORFF                  | Vasquez MOVEMENT<br><i>gym</i>                            | Fitzmaurice BASIC ORFF | Benum CHORAL                 |
| 2:15-2:30   | RECESS                 | RECESS                            | RECESS                                                    | RECESS                 | RECESS                       |
| 2:30-2:45   | Gagne REORDER          | Penny BASIC ORFF                  | Vasquez MOVEMENT                                          | Fitzmaurice BASIC ORFF | Benum CHORAL                 |
| 2:45-3:00   | SET UP                 | SET UP                            | SET UP                                                    | SET UP                 | SET UP                       |
| 3:00-3:30   | SHARING SESSION        | SHARING SESSION                   | SHARING SESSION                                           | SHARING SESSION        | SHARING SESSION              |
| 3:30        | DEPARTURE              | DEPARTURE                         | DEPARTURE                                                 | DEPARTURE              | DEPARTURE                    |

\* K drive - John home  
- Cody B home  
- Calvin home  
- Quinn home  
- Dillon

\* Mrs. Funk's mom - Danny  
- Daniel  
- Tyler

## **JULIE PENNY - BASIC ORFF**

Julie teaches K-6 music at Samuel Burland School in the Louis Riel School Division. She enjoys working with children to make music the Orff way, both during the regular music period and during extracurricular offerings. This past February, students from her grades 4-6 classes performed with the Winnipeg Symphony Orchestra, playing recorder and choreographing movement to accompany some of the musical selections. Her Grade 4 Orff Club was scheduled to perform at SJR for the Manitoba Orff Chapter's 30<sup>th</sup> Anniversary celebration. Unfortunately "Old Man Winter" prevented the students from attending. Fortunately, they were able to perform for Seniors' Day at their own school. Julie counts herself lucky to be a member of the Manitoba Orff Chapter's executive, and to be connected to so many vibrant and creative music teachers in Manitoba.

## **MONIQUE VASQUEZ - MOVEMENT**

Monique has been dancing since she was five and teaching others to dance since she was fifteen. After graduating from high school, she moved to Toronto and graduated from York University with a Bachelor of Fine Arts, dance. She has performed in the Manitoba Dance Festival where she received gold medal standings and a scholarship to pursue her dancing career. When dancing in New York City, Monique had the chance to train and perform with the Dance Theatre of Harlem, professional division. She is well-versed in many dance forms including ballet, jazz, ballroom and African. Currently, Monique teaches music/dance for the Seine River School Division and the Winnipeg School Division.

## **SCHOOLS PARTICIPATING IN WINNIPEG, 2006**

Archwood  
Bairdmore  
Dalhousie  
Darwin  
Dawson Trail  
Forest Park  
Glenwood  
Henry G. Izatt  
H.S. Paul  
Ile des Chênes  
Joseph Teres

Laidlaw  
Lavallee  
Lord Selkirk  
Minnetonka  
Oakbank  
Oakenwald  
Dr. D.W. Penner  
Radisson  
→ Ralph Maybank  
River West Park  
St. John's Ravenscourt

Samuel Burland  
Victor Mager  
Victor Wyatt  
Wayoata  
Westview  
Windsor

# Footloose

Words by DEAN PITCHFORD and KENNY LOGG

**Words by DEAN PITCHFORD and KENNY LOGGINS**

**Music by KENNY LOGGINS**

Arranged by TOM ANDERSON

## Verse

mf



I been work-in' \_ so hard. I'm punch-in' my\_card.



Eight hours, for what? Oh, tell me what I got.



I've got this feel - in' — that time's just hold-in' me down.



I'll hit the ceil - in',\_\_



**Refrain** or else I'll tear up this town. \_\_\_\_\_

## Refrain

 $f$ 

To-night I got-ta cut loose,      foot-loose;      kick\_\_ off your Sun-day



shoes. Please, Lou - ise, pull me off\_\_of my

(original g-)  
(ideal d-)  
(q<sub>1</sub> in e-)

independ  
music  
scene.

k-os is a Canadian rapper and hip-hop artist based out of Toronto. His 2004 album *Joyful Rebellion*, earned him a 2005 Juno Award for Rap Album of the Year. The song "Crabbuckit" off that album achieved great acclaim and much radio play, and earned k-os another Juno for Single of the Year! As described on his website ([www.k-osmusic.com](http://www.k-osmusic.com)), "Crabbuckit" speaks to the old age "crabs in the bucket" phenomenon that once threatened to derail k-os' commitment to his own rap dreams, prior to the awards and acclaim. "If everyone in your hometown is indie and underground and no one's yet swam to the surface, they start to have low self-esteem, underachieve, and believe it can't be done," relates k-os. Upright bass stabs, gospel hand claps, and horn solos accessorize his vocal plea of hope... that there's "no time to get down, 'cause I'm movin' up."

## A Section

- Listen to recording of “Crabbuckit”. Have students tap beat in various ways, eventually moving to beat in the feet (“stomp” pattern).
- Have students clap off-beats, add ti-ka on beat three, and notate rhythm for students (“clap” pattern).

STOMP/CLAP

4/4

mov't

emp-ty

emp-ty

emp-ty

emp-ty

emp-ty

now

- each beat infect first  
then add offbeat slaps

- Show descending line of "bass" pattern through BP (head, shoulders, hips, knees). Then move this onto barred instruments (A-G-F-E).

CB | Bx

**BASS PATTERN**

Handwritten musical notation for a bass pattern on a treble clef staff. The key signature has one sharp (F#) and the time signature is 4/4. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (half). The piece ends with a double bar line and repeat dots.

- While remaining at instruments, tap series of four off-beats on lap. Move fourth one down to show direction of ostinato. Transfer to barred instruments. This becomes the "piano" pattern, to be played by glockenspiels. (NB: The tambourine part copies the rhythm of the piano part).

glock

PIANO

The image shows two staves of handwritten musical notation. The top staff is for a Glockenspiel (glock) and is marked 'PIANO'. It is in 4/4 time and contains a sequence of notes: a quarter rest, followed by four eighth notes (G4, A4, B4, C5), and a final quarter rest. The bottom staff is for a Tambourine and is marked 'TAMBOURINE'. It is also in 4/4 time and contains a sequence of notes: a quarter rest, followed by four eighth notes (G4, A4, B4, C5), and a final quarter rest. The notation is handwritten and appears to be a simple exercise or a short piece.

Takeout B + D.  
"Bad dogs"  
E, F, G, A

- By now, students are in the groove of the piece. Start layering the parts learned so far to help reinforce that groove.

## PRACTICE & POLISH

- Practice all parts until students are comfortable with individual parts. Choose which students will do which parts and assign instruments accordingly.
- Add movement to the stomp/clap section. Everyone could get up and do it, creating a "break" in the song. The use of lummi sticks (in place of hand claps) would add a neat visual effect and would enable creative movement. Allow students to have input into the creative process. Make use of various heights, different facing directions, even the series of stick colours.
- As an extra enrichment activity, teach your recorder players the first saxophone solo in Crabbuckit. Perhaps even invite a saxophonist to perform with your Orff group.



## PERFORM

There are several possibilities for performance. The form listed below is only one suggestion.

- Intro: Layer in Bass, Piano, Tambourine, Stomp, Clap
- A Section: Sing/Play chorus twice
- Transition: Cut out all except percussion and stomp/clap, layer in bass
- B Section: Improvisation or Q&A (with only bass section as background)
- Step Break: Everyone stands to do stomp/clap (all other instruments stop)
- C Section: Using lummi sticks, create stomp/clap routine with choreography
- Transition: Bring back all accompaniment parts (bass, piano, tambourine, stomp, clap)
- A Section: Sing/Play chorus twice
- Ending: Create tag ending by repeating final phrase 3 times

## Process:

Teach G major descending pattern: G F# E D C C G G on the barred instruments. Gradually add to the pattern until the bass line is complete:  
GGDGGD rest, F#F#DF#F#D rest, EEDEED rest, DD high D DD high D rest, CC high C CC high C rest :|| GGDGGD rest :||

Children will recognize the pattern as Green Day's *Wake Me Up When September Ends*. Listen to CD. Discover the intro and add to the descending pattern. Have children play along with the CD.

Introduce recorder melody through singing the melody, first with words, then with note names.

*Summer has come and passed the innocent can never last  
Wake me up when September ends  
Like my father's come to pass seven years has gone so fast  
Wake me up when September ends*

Teach recorder melody. Once secure, play introduction on barred instruments. Add recorder melody.

Listen to CD and discover drum part. Syn-co-pa-ta rest. Play on tubanos. Add UPP on the rest.

Decide on a final form with an intro and coda.



## 6. FINAL PERFORMANCE

Introduction -- BM/AM (1x)  
-- CBB (layer in after BM/AM have played their pattern 1x)

Melody #1 -- AG (melody)  
plus  
-- BM/AM and CBB

Melody #2 -- AX/SX (melody)  
plus  
-- BM/AM and CBB

Melody #3 (Improvisation) -- SG/SM (improvisations)  
plus  
-- BX

\*\* AX/SX will have to put their C<sub>1</sub> and F<sub>1</sub> bars back on during this melody so they will be ready for the Coda \*\*

Melody #2 -- repeat as above

Coda -- AX/SX play the "Coda" ending instead of 2<sup>nd</sup> ending this time  
plus  
-- BM/AM and CBB

# melody 1

1G

# melody 2

AX  
SX

→ *improv* = CB 1 1 1 1 | D' C' A' | 1 1 1 1 | *imprw* | 1 1 1 1 | G' F' D' | 1 1 1 1 | *imprw* | A A G D G G F D | 1 1 1 1 |

*leads* D D D D | *other instrs* D D D D | *instrs* G G G G | *instrs* D D D D | *instrs* D D D D |

4 beats



**Hip Hop Dance**  
**"Basketball"**  
**Song by: Lil' Bow Wow**

**Order of Song**

[Introduction] 32cnts.

They're playing basketball  
 We love that basketball

[Chorus] 32cnts.

They're playing basketball  
 We love that basketball

[Verse 1] 32cnts.

Now basketball is my favorite sport  
 I like the way they dribble up and down the court  
 I keep it so fresh on the microphone  
 I like no interruption when the game is on  
 I like slam-dunks that take me to the hoop  
 My favorite play is the alley-oop  
 I like the pick-n-roll  
 I like the give-n-go  
 And its basketball Bow Wow lets go

[Chorus] 32cnts.

[Verse 2] 32cnts.

I got the rock in my hands  
 There ain't no tellin what i'm gonna do wit it  
 When i got possession i'm gonna have to fool wit it  
 I might cross you up and fake one way  
 Turn around and hit you wit the MJ fade-away  
 I throwin down passes like J-Kidd  
 Taking cats to the rack  
 And I'm dunkin over them like T-Mac  
 When I'm in the paint I play wit that Alonzo style  
 I'm like Darius cuz I can shoot 2 miles

[Verse 3] 32cnts    **"Shoot off" Section**

[Verse 4] 16cnts

[Chorus/End] 32cnts.

