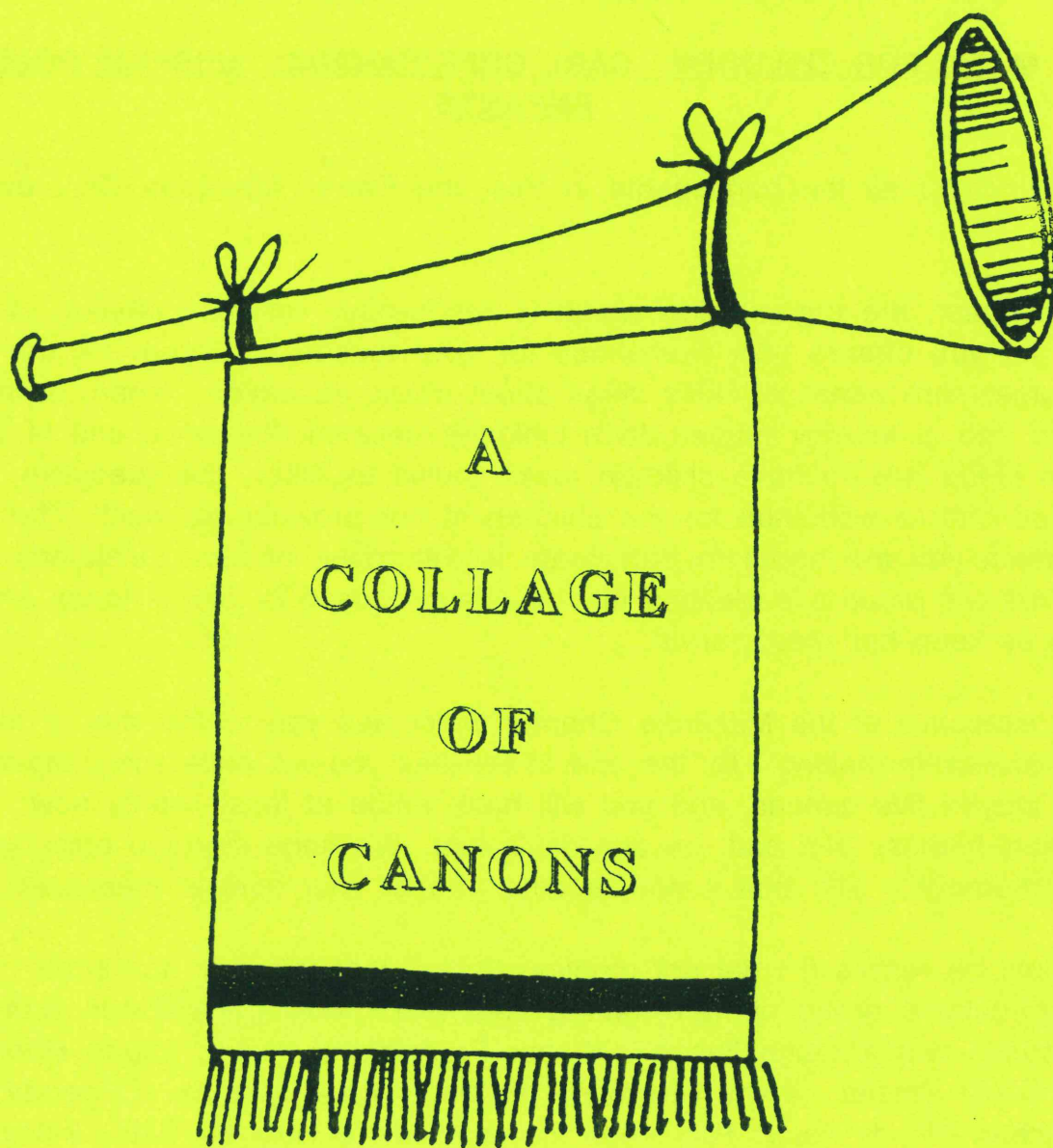




ORFF CHILDREN'S DAY
1992

MESSAGE FROM THE MANITOBA CHAPTER

MUSIC FOR CHILDREN: CARL ORFF CANADA: MUSIQUE POUR
ENFANTS

Greetings to all the participants in this, the Fourth Manitoba Children's Day!

In the past, the organization which is responsible for the planning of this day for you offered only workshops for your teachers in order for them to become more aware of Orff's ideas about music education. Then, seven years ago, a teacher named Joan Linklater decided that since one of Orff's main ideas was to have children make music together, the executive should offer a workshop for the children in our province as well! The day in which you are about to participate is the result of Mrs. Linklater's idea and we are proud and pleased that you have chosen to join us today and help us keep her dream alive!

The executive of the Manitoba Chapter welcomes you to this day of music and friendship making. By the end of the day you will have sung, moved and played five canons, and you will have made at least twenty new musical friends. Not bad, for one day's fun! We hope that you enjoy your day thoroughly and that it will become one of your special memories!

I would be remiss if I did not mention to you that this day has been planned by a group of hardworking volunteers who are affiliated with the executive only through liason with our Programme chairs, Laurie Hooke and Paula Jesson. If you see these people or Anne Jenkins, Margareta Thatcher, Wendy Peters Epp, Joan Fransen, Myrna Hagues, Cathy Kinsman, Karen Cooper, or Cheryl Johnston busily working about our facility today, give them a nod of thanks! It'll make them feel good!

Sincerely,



on behalf of the Manitoba Orff Chapter

CHILDREN'S DAY SCHEDULE

MAY 8, 1992

O. V. JEWITT SCHOOL

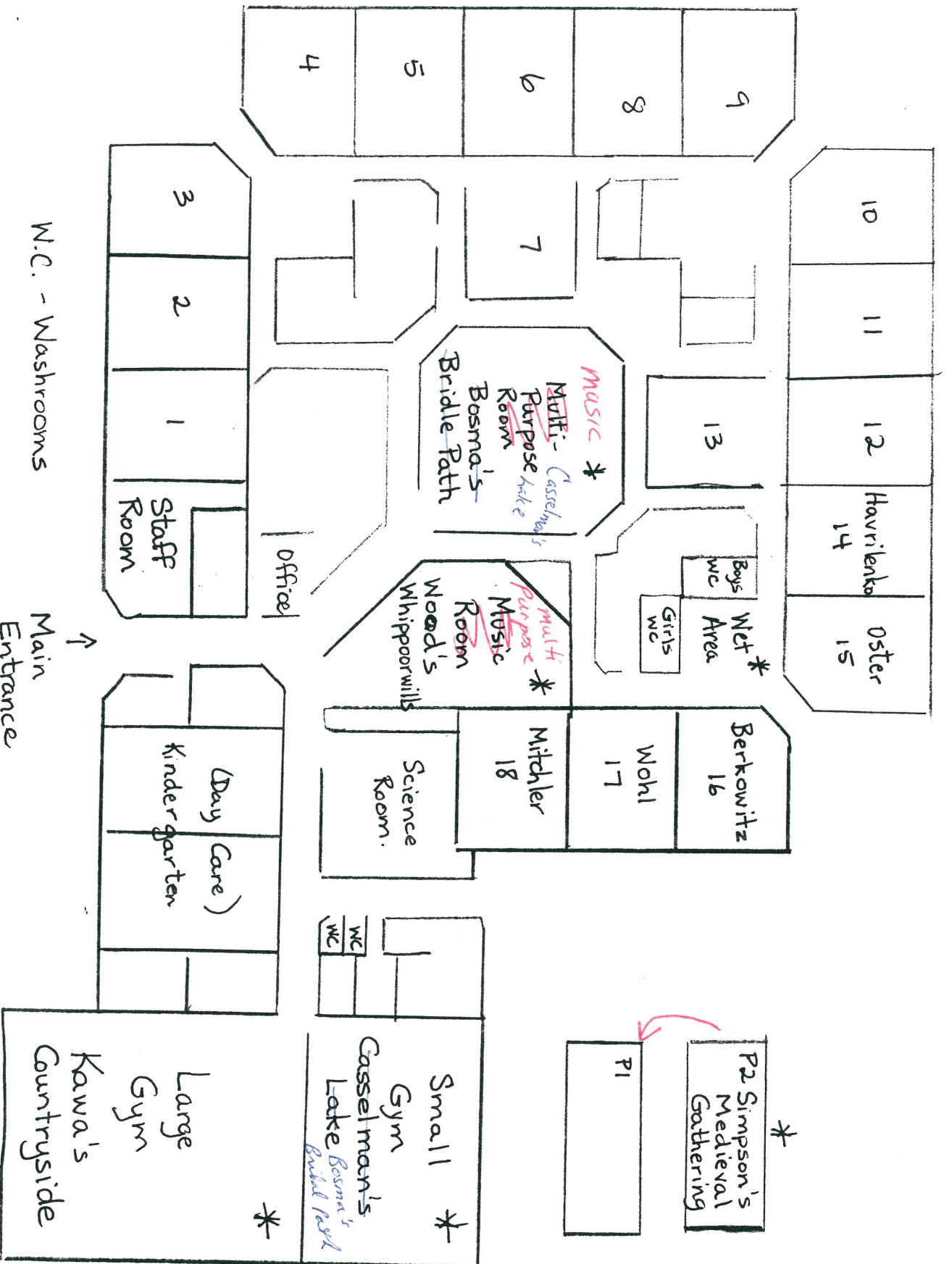
*Robyn
Sara*

*Jane Jennifer
Jason Rempel*

TIME	RED	BLUE	YELLOW	GREEN	ORANGE
8:50-9:00	OPENING SESSION LARGE GYM				
9:05-9:55	WOOD'S WHIPPOORWILLS	CASSELMAN'S LAKE	KAWA'S COUNTRYSIDE	BOSMA'S BRIDLE PATH	SIMPSON'S MEDIEVAL GATHERING ✓
9:55-10:45	SIMPSON'S MEDIEVAL GATHERING	WOOD'S WHIPPOORWILLS	CASSELMAN'S LAKE	KAWA'S COUNTRYSIDE	BOSMA'S BRIDLE PATH ✓
10:45-11:00	RECESS RECESS				
11:05-11:55	BOSMA'S BRIDLE PATH	SIMPSON'S MEDIEVAL GATHERING	WOOD'S WHIPPOORWILLS	CASSELMAN'S LAKE	KAWA'S COUNTRYSIDE ✓
11:55-12:50	LUNCH LARGE GYM				
12:55-1:45	KAWA'S COUNTRYSIDE	BOSMA'S BRIDLE PATH	SIMPSON'S MEDIEVAL GATHERING	WOOD'S WHIPPOORWILLS	CASSELMAN'S LAKE ✓
1:45-2:45	CASSELMAN'S LAKE	KAWA'S COUNTRYSIDE	BOSMA'S BRIDLE PATH	SIMPSON'S MEDIEVAL GATHERING	WOOD'S WHIPPOORWILLS
2:45-3:00	RECESS RECESS				
3:00-3:30	SHARING SESSION LARGE GYM				

*During morning recess, there will be juice and cookies in the wet area.

(See map on next page.)



W.C. - Washrooms

Main Entrance

← Neville →

...meet your clinicians

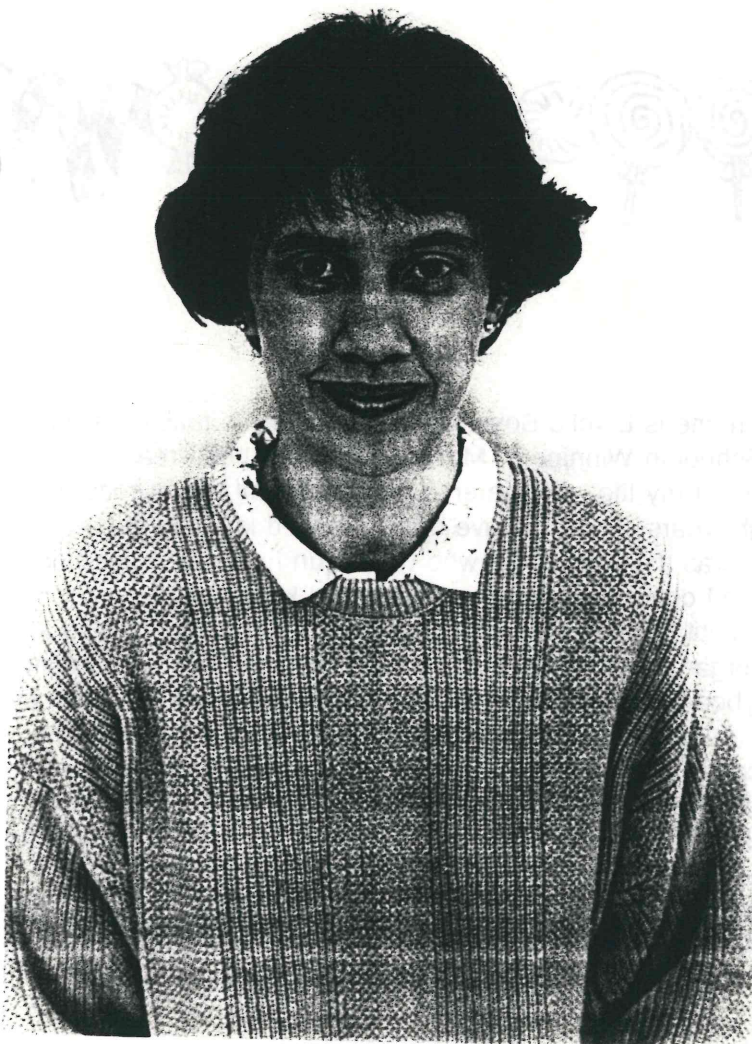


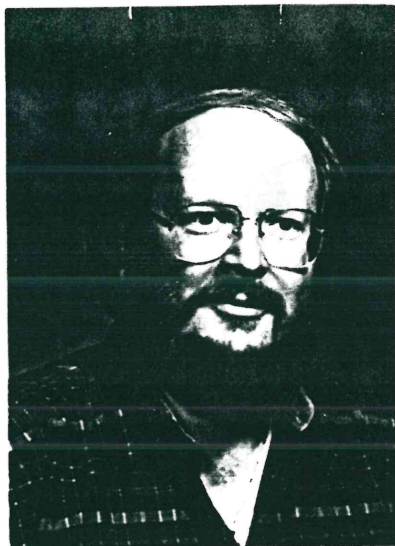
Jewel Casselman

I was born in Hamiota, Manitoba in the coldest month of the year -- February. I have lived in three places -- Rivers, Neepawa and Winnipeg. Most of my school time was spent in Neepawa, where I was very involved in music. I took violin and piano lessons and played flute in the band. I spent several summers in Neepawa learning different instruments such as clarinet and French horn, as well doing a lot of recorder playing.

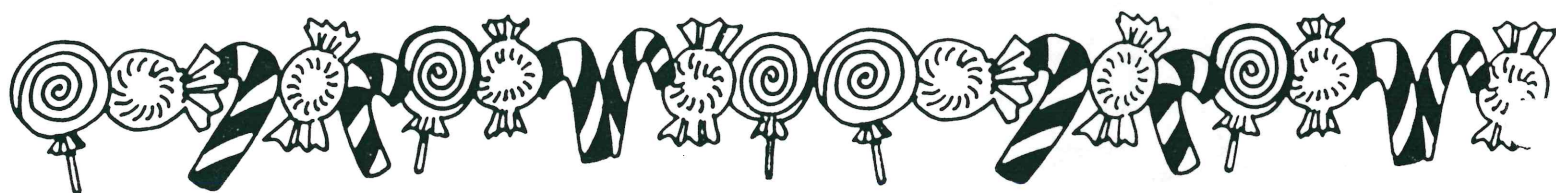
I worked for seven years in the medical field before becoming a teacher and have now been teaching for four years. I am presently teaching at Marion School in St. Boniface. I teach the general music program from Nursery to Grade Four and Grade Six to Eight guitar. I also teach for the University of Manitoba Music for Children Orff Program. I teach the three, four, and five year old classes on Saturday morning -- so, unlike most of you, I don't get to sleep in.

At the present time I am not teaching at my school, as I had a baby girl in June, 1991 and I am staying at home with Adara until September. I am really enjoying watching her grow and learn all kinds of things. She already likes music. My days are filled with watching her learn to crawl and walk; changing diapers; feeding her; changing diapers; listening to her try to talk; changing diapers; listening to her sing to the radio, piano, or recorder; changing diapers; etc. I am looking forward to spending the day with you at the 1992 Children's Day and returning to teach all my students in September.





FRED SIMPSON was born and raised in Winnipeg. He attended the University of Manitoba where he received a Bachelor of Science (Honours) and a Master of Science Degree in Earth Sciences as well as his teacher's certification and Level III Orff Certification. Mr. Simpson has appeared in thirteen Rainbow Stage Productions. Mr. Simpson has also appeared in the Gilbert & Sullivan Society's production of the Mikado and The Gondoliers. He has been a church soloist and a church choir director for many years and is presently the bass soloist at Westminster United Church. Mr. Simpson has taught Elementary and Junior High music in St. Vital School Division for the past 16 years and is presently teaching Grades 1 to 6 music at George McDowell School in St. Vital.



Hi! My name is Lorelie Bosma and I am a music teacher at Victor Wyatt School in Winnipeg. Music has always been really important in my life. My parents sent me to music lessons when I was eight years old and I have never stopped learning about music since. I was the kind of kid who would run home after my music lesson so I could practise the new stuff. I kept taking piano lessons until I was in highschool and then I was introduced to a church organ. The organ is like a piano except it has more than one keyboard, usually two and sometimes three, four or even five, even your feet have a keyboard to play so it can get to be quite complicated. Now playing a church organ is far more exciting for me than a piano. I always wanted to be a teacher so when I went to university it just made sense that I put my two loves together and become a music teacher in a school. I hope each of you has an exciting and wonderful day here at Children's Day. You will share musical moments that will be held in your hearts for a long while.



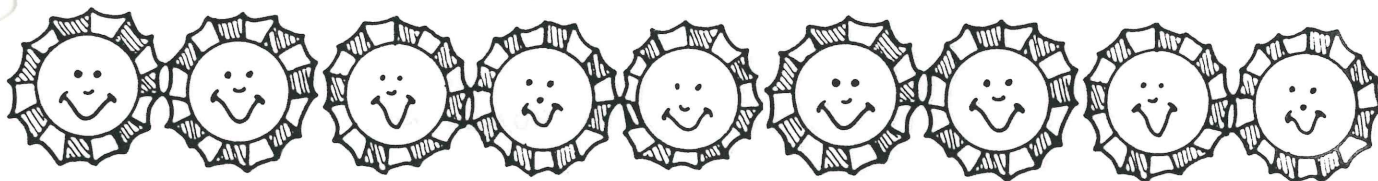
Hello! My name is Daphne Woods and I have been a music teacher for 13 years! I love teaching music to kids of all ages and I am so happy that I have the Orff instruments to teach with every day.

When I went to school (seems like yesterday) there was no such thing as a music class, or music teacher. Once a month we turned on the radio and sang along with a radio show called "Tuneful Tales". I couldn't wait for that day each month!

After school I would go home and practise my "piano" which was really an old Underwood typewriter! I was especially good at playing O CANADA!

I am happy to say that when I turned 10, my parents bought me a beautiful gold coloured piano that I still play today. (My tunes sound much better than they did on the typewriter!)

I am looking forward to singing rounds and playing the magical Orff instruments with all of you. Have a great music-filled day!!



Hi! My name is Tara Kawa. Ever since I was in kindergarten, I wanted to be a teacher. Never in my life, though, did I want to be a music teacher. Music teachers were old, boring and uncool. But guess what happens when your mother makes you take piano and singing lessons for 17 years?! You become a music teacher! So here I am, making music with children and it's a blast! Just in case you think about music teachers the way I did, don't worry. I love to have fun and I'm young enough to wear braces on my teeth! I am really looking forward to meeting and spending Children's Day with all of you!!!

A FARMER WENT TROTTING

3 fairly fast

(A)

1. A far-mer went trot-ting u-pon his grey mare, His
 2. A ra-ven cried, croak, and they all tum-bled down, The
 3. The mis-chic-vous ra-ven flew laugh-ing a-way, And

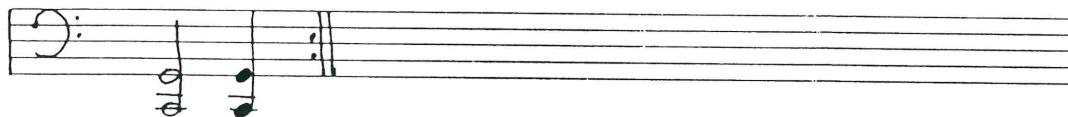
daugh-ter be-hind him so ro-sy and fair A fair
 mare broke her knees and the far-mer his crown. A crown } (La la la la la la la)
 rowed he would serve them the same the next day. The day } Lie

la la la la la la la la la

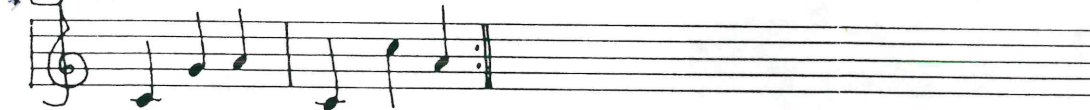


INSTRUMENTATION

part **(A)** Bx - pat



(A) SX



part **(B)**

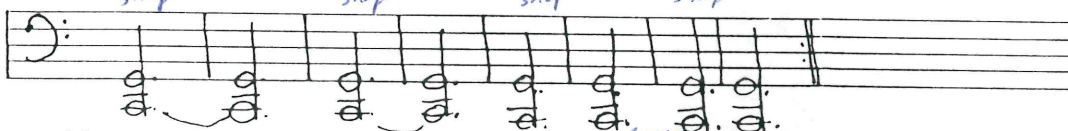
(B) BM

snap

snap

snap

snap



part **(B)**

(B) AG



SG

part **(B)** - clap

d.

G

d.

G

d.

G

d.

G

d.

G

d.

G

repeat with low C at end

My Paddle's Keen and Bright

(Jewel Casselman)

Handwritten musical notation for the vocal melody. The key signature has one flat (B-flat) and the time signature is 4/4. The melody is written on a single staff with lyrics underneath. The notes are: 1. My paddle's keen and bright. 2. Flashing with silver 3. Follow the wild goose flight 4. Dip dip and swing

Handwritten musical notation for the instrumental accompaniment. The key signature has one flat (B-flat) and the time signature is 4/4. The notation is written on four staves, each with a label on the left: SG1 AG1, SX AX, AM BM, and BX DBB. The notes are: SG1 AG1 (J.C. fast glissando), SX AX (Dip dip and swing), AM BM (2 smaller flutes (on top & bottom of note)), BX DBB (Here is my pad-dle Here is my boat)

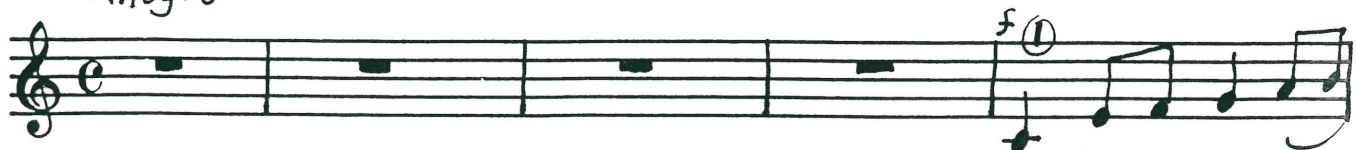
Handwritten musical notation for the percussion. The notation is written on three staves, each with a label on the left: Bell Tree, Hanging Cymbal, and Hand Drums. The notes are: Bell Tree (J.C.), Hanging Cymbal (J.C.), Hand Drums (J.C.)

*Use the mouth piece of a soprano recorder to make bird sounds.

Now We Are Met

Based on a round by
T. Goodban (1784-1863) and
Ed+Arr. by Arthur Hardwick

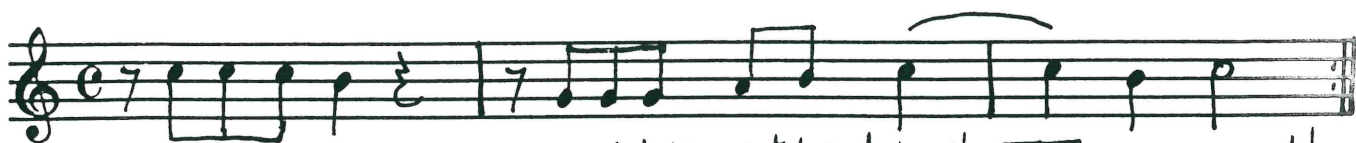
Allegro



Now we are met let



mirth a-bound, Now we are met let mirth a-bound. And let the catch,



And let the catch, and let the catch and toast, — go round!



INSTRUMENTATION: D. WOODS (arr.)



A.M.

S.G.

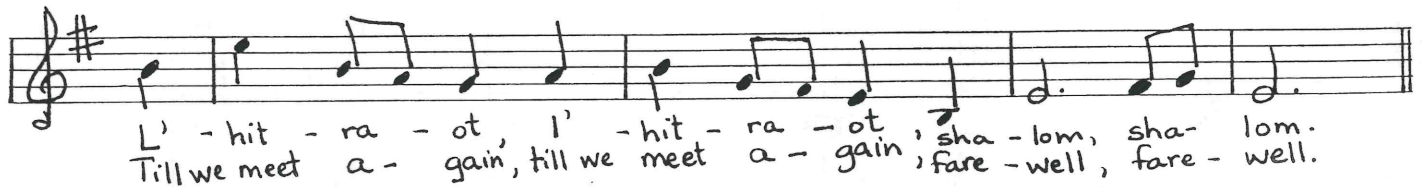
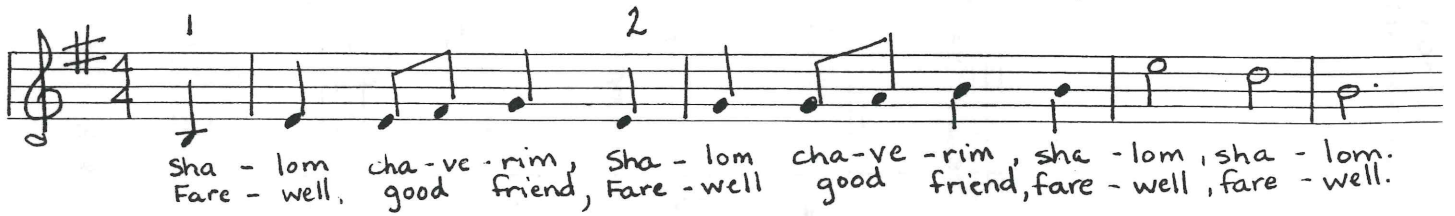
8ve lower



B.X.



SHALOM CHAVERIM



Suggested Movement Pattern

hands on R. knee
hands extend palms upward to the R. side
1 2 3 4
L. knee on floor
R. foot placed in front at 45°

side bend with arms to the L.

1 2 3 4
stand with L. foot at 45° also

arms above head
1 2 3 4
feet together

hands fall down behind back with palms out
1 2 3 4
R. foot steps back

arms above head
1 2 3 4
R. toe pointed at L. knee
R. foot placed beside L. foot

side bend R. arm to R. side
1 2 3 4
L. foot steps to L. side

R. arm extended to R. side
L. arm extended to L. side

1 2 3 4 1 2
R L R

hands on R. knee
3 4
L. knee on floor

walk in circle (3 steps) to the R.

CANON*

Anon. (14th C.)

AC
Rec.
BX
Sm.
HD
Timp.
Cello/
Bass
Rec.

From

A MEDIEVAL FEAST

Songs and Dances for Recorders and Orff Instruments

Arranged by

Ursula M. Kempel and Carolyn F. Ritchey

ISBN 0 8809 045 9

* Available in Canada from the Publisher:
1981 / WATFORD MUSIC COMPANY LIMITED
3 Regina Street North, Waterloo, Ontario, Canada N2J1A1

Distributed in the United Kingdom by:
ROBERTON PUBLICATIONS
The Windmill, Wendover, Aylesbury, Bucks, HP226JJ
England

*Our thanks to Professor Ursula Rempel (University of Manitoba) for allowing us to use and reprint this material.

My Paddle's Keen and Bright

(Jewel Casselman)

Handwritten musical notation for the song "My Paddle's Keen and Bright" by Jewel Casselman. The music is written on two staves in 4/4 time, with a key signature of one flat (B-flat). The melody is as follows:

1. My paddle's keen and bright. 2. Flashing with sil-ver

3. Follow the wild goose flight 4. Dip dip and swing

Handwritten musical notation for the instrumental accompaniment, featuring four staves in 4/4 time with a key signature of one flat (B-flat). The staves are labeled on the left: SG (Soprano G), AG (Alto G), SX (Soprano X), AX (Alto X), BM (Bass M), and BX (Bass X). The notation includes various musical symbols such as notes, rests, and accidentals. A "J.C." (Jewel Casselman) signature is present at the end of the first staff.

Handwritten musical notation for the percussion section, featuring three staves in 4/4 time. The staves are labeled on the left: Bell Tree, Hanging Cymbal, and Hand Drums. The notation includes various musical symbols such as notes, rests, and accidentals. A "J.C." (Jewel Casselman) signature is present at the end of the first staff.

*Use the mouth piece of a soprano recorder to make bird sounds.

Now We Are Met

Based on a round by
T. Goodban (1784-1863) and
Ed+Arr. by Arthur Hardwick

Allegro



Now we are met let



mirth a-bound, Now we are met let mirth a-bound. And let the catch,



And let the catch, and let the catch and toast, — go round!



INSTRUMENTATION: D. WOODS (arr.)



A.M.

S.G.

8ve lower



B.X.



(There's more book)
(There's more in the book)

CANON*

Anon. (14th C.)

AG Sop. Rec. BX HD Small Timp. Cello/Bass Rec.

from

A MEDIEVAL FEAST

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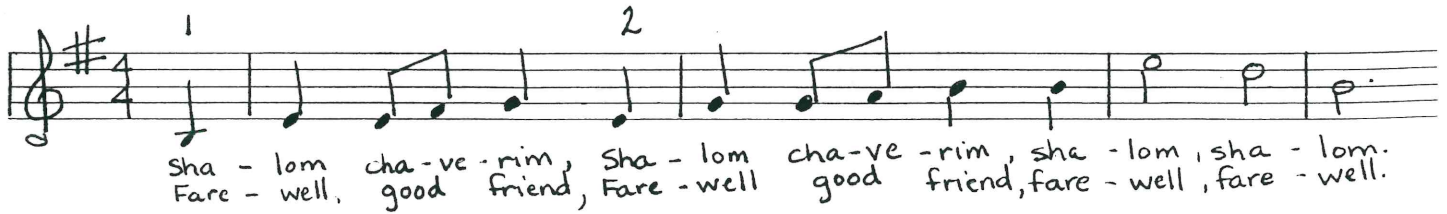
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SHALOM CHAVERIM



Position - move smoothly from one to other

Suggested Movement Pattern

hands on R. knee
1
L. knee on floor
R. foot placed in front at 45°

hands extend palms upward +
2 3 4

side bend with arms to the L. *above head*

1 2 3 4
stand with L. foot at 45° also
up

arms above head

1 2 3 4
feet together

hands fall down behind back with palms out

1 2 3 4
R. foot steps back - L. foot stretched out in front

arms above head

1 2 3 4
R. toe pointed at L. knee
R. foot placed beside L. foot

left side bend

1 2 3 4
L. foot steps to L. side
R. arm to R. side

R. arm extended to R. side
L. arm extended to L. side

1 2 3 4 1 2
R L R

walk in circle (3 steps) to the R.

8 hands on R. knee
3 4
L. knee on floor

(after's more look)

AG

Rec.
Sop.

BX

Small

HID

Timp.
CB

**Cello/
Bass
Rec.**

from

Songs and Dances for Recorders and Orff Instruments

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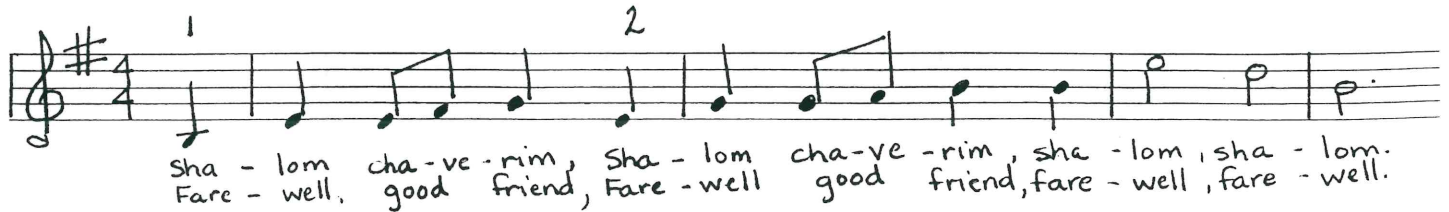
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SHALOM CHAVERIM



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1
L. knee on floor
R. foot placed in front at 45°

hands extend palms upward + out to the R. side
2 3 4

side bend with arms to the L. *above head*
1 2 3 4
stand with L. foot at 45° also
up

arms above head
1 2 3 4
feet together

hands fall down behind back with palms out
1 2 3 4
R. foot steps back - L. foot stretched out in front

arms above head
1 2 3 4
R. toe pointed at L. knee
arms stay
R. foot placed beside L. foot

left side bend
1 2 3 4
R. arm to R. side
L. foot steps to L. side

R. arm extended to R. side
L. arm extended to L. side
1 2 3 4

hands on R. knee
3 4
L. knee on floor

walk in circle (3 steps) to the R.

CHILDREN'S DAY

Lorelie

LESSON PLAN

OBJECTIVES:

Students will demonstrate the canon form in song
Students will accompany their canon with pitched and non-pitched percussion instruments
Students will create a movement within a structured framework.
Students will work cooperatively in groups of five.

ENTERING BEHAVIOUR:

Students have an understanding of the 'canon' form.
Students are familiar with different locomotor movements and understand hand drum signals.
Students have had varied experiences with pitched Orff instruments.

MATERIALS:

A Farmer Went Trotting - Orff Schulwerk Volume II (M.M.)
Orff Instrumentarium, Hand Drum, Movement Cards, Black Scarves (opt.)

PROCEDURE:

Welcome students to the Bridle Path. It is here where they will form horse teams in song and dance.

I - SONG

Teach the song as quickly as possible through a rote process. Sing the whole song. Echo-teach words then Echo-sing song in phrases. For this lesson I will use verse one, only putting a repeat on the chorus as suggested. (I like using lai instead of la.)

Divide class into four groups. (There are a variety of strategies in forming groups, because time is a consideration we will number off.) Give each group a designated space in the room. They are to practise their song together in their groups three times.

The singing will be shared together and in canon. (Alone and yet not really) The teacher will cue their entries.

II - INSTRUMENTS

Two pitched instrument parts will be taught to accompany this piece of music.

The first one is Letter A in the Student Handbook. It can be taught simply with the words "trotting". Students can try this on their laps while teacher sings. It belongs to the verse only. Transfer to C and G on instruments. Sing and play.

The second part is a simplified version of Letter B (AG) in the Student Handbook. Students come with the teacher. Teacher snaps and claps (low-high) while singing the chorus. Students transfer to the instruments using G's and C's. See notation. Accompany the whole song. Putting Part One on wood sounds and Part Two on metals.

III - MOVEMENT

Students warm up to locomotor movements with hand drums. End with a gallop. Ask students what the movement is called and why does it fit with the music. Tell them this is the step they will use for the song.

Show 4 cards places below each other: Away Home Circle
Reverse-Circle

Point to the cards while singing the song.

Students are to work individually creating their own paths and movements within the framework of the cards. Practise as a whole class, each student doing their own thing.

Students will sit down and listen to group assignments.

1. Each group will sing the song.
2. Each group will have at least two people on instruments.
3. A group of three students will collaborate and perform their movement as a team.
4. Each group must be ready to perform with the whole class and for the whole class in canon.

Allow students a maximum of 10 minutes. (if time allows)

Give a one minute warning bell.

The class performs together. Watch each group individually. Put it into canon!

EVALUATION:

Were students secure enough to sing, play and move in canon?
What things would have made this lesson work better? (time, resources, space, etc.)

N.B.

This is a lot to put into a 50 minute lesson. I will try to cover as much as possible. In regular school time this would probably need about 3-30 minute classes, but then we are working with a special group.

Orff Children's Day - 1992

"Now We Are Met" ~ Additional Orchestration

Dr
Whipoorwills

8ve lower

Bass
Xylophone
or
metalophone

3rd Catch ...

S/M
A/M or

3rd catch ...

S/A
Glock...

toast-go round.



