

# AOSA VIRTUAL CONFERENCE 2020

## WHAT DO YOU DO WITH AN IDEA? *The Orff Way*

*Kimberly Collins, NBCT*

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*Workshop Description: This workshop will take participants through the Orff process. Starting with an idea and opening up to possibilities to see what takes flight. Bring found instruments and any melodic instrument of your choice as we walk through the book, "What Do You Do With An Idea?" written by Kobi Yamada, illustrated by Mae Besom.*

One of the most beautiful concepts about Orff-Schulwerk is the possibility of what ideas can become. Unknown but full of potential, a small idea, or source of inspiration, can grow to something wonderful! Whether using rhythmic building blocks, predetermined rhythms, speech pieces, literature, or drama, creativity has the potential to generate more creativity. In Orff-Schulwerk, the processes of imitation, exploration, labeling, improvisation, and creation, teach students not only songs and movement, but life skills transferable to real life situations (Frazee, 2012). As music educators, it is our pleasure to introduce these skills to some students for the first time, through active engagement in the music classroom.

### Objectives:

- Participants will experience the Orff process integrating music and movement to communicate themes from a book
- Participants will create melodies, using a specified rhythm and adding rhythmic and/ or melodic ostinati and movement.
- Participants will actively participate in a lesson which can be scaffolded for use by Pre-Kindergarten - 5<sup>th</sup>-grade students.

Materials: Recorders/ melodic instruments, rhythmic instruments / found sounds, pencil and paper

- 1) Movement exploration - guided exploration with unmetred speech and imaginary objects

"Treasure" (an original poem)  
Tap it, roll it, blow it away,

Cling to it, scold it, let it sit all day.

Stretch it, poke it, take it for a ride,  
Let it sit beside you, squeeze it with pride.  
Hold it above your head, rock it down low.  
Laugh with it, cry with it, take it to a show.  
This special gift, brings such pleasure,  
Magically given for all of us to treasure.

- 2) Movement and instrument tone exploration with a screen partner. Group reflection.
- 3) Melodic exploration --- composition using the tetra-tonic scale on C (E, G, A, and C). The whole group will manipulate and re-create the Noteflight melody. (See Noteflight score) <https://www.noteflight.com/scores/view/44c40a74feb7ce67d178c62ee86f8a82d4c32e52>. Practice echoing short phrases and transitioning to question & answer play between the teacher and students.
- 4) Read or play the video of the book *“What Do You Do with an Idea?”* <https://www.youtube.com/watch?v=oxtvhISKsR8>
  - a. Listen for themes of the story.
  - b. Group break-out sessions. Each page contains a theme for music or movement inspiration. Let’s see where it takes you. Consider using motifs, tempo changes, tonality changes from do-based to la-based, etc. Begin with the opening rhythm and an imaginary object to inspire your movement. Use the movements and rhythmic text we explored at the beginning of the session to create a piece that model themes which your group has chosen. Assign one person to create a melody, another person to be a mover, and the third person to play percussion.
    - i. Melodic instrument– Continue to use the pitches E, G, A, & C and the rhythms from the poem to create a melody or use the one we created collectively.
    - ii. Movement – Using the group word and your ‘object’ from the warm-up, create movement to accompany the poem. While you may use the lyrics for inspiration, do not bind yourself to them, focus on the theme.
    - iii. Percussionist – Choose any rhythm that compliments the melody and theme. It may or may not be an ostinato.
  - c. Share group responses.
- 5) Whole group discussion.

- a. What elements of this lesson can be used for Pre-Kindergarten - 5<sup>th</sup>-grade students? Through your instruction, how do you inspire your students to follow their dreams?
- b. What ideas do you have to change the world? Take a few minutes to write about it. Share.

So many possibilities came to mind when reading this book. From the book came the movement activity, poem, and a recorder melody. By starting with an idea and using imagination, we worked through the processes of *imitation, exploration, labeling, improvising, and creating* to create moving performances. Always remember: our ideas are gifts to us, and what we make of them could be our gifts to others. Thank you for sharing today!

6) Conclusion “Gracias Mil” (Thanks A lot) <https://www.youtube.com/watch?v=5Ndlh2CBHg0>

*Lesson Processes:*

*Imitation – teacher and student led movements for imaginary objects and recorder phrases*

*Exploration - individual ‘imaginary object’ movements and instrument sounds for each phrase of text*

*Labeling – choose theme words and complementary movements*

*Improvisation – using a given rhythm, improvise recorder melodies*

*Creation – create movements, melody, and rhythmic accompaniment to communicate a theme*

### Resources

Fraee, J. (2012). *Artful - playful – mindful*. Schött. ISBN: 979-0-60001-079-0

Mitchell, E. & Paz S. (2018). Gracias Mil. In *Tú eres mi flor: Songs for Children en Español*. [Audio recording]. Smithsonian. *SFW45075\_101*

Yamada, K. (2013). *What do you do with an idea?* ISBN: 978-1-938298-07-3

# Treasure

Rhythmic ideas for melodic exploration

Words and Music by Kimberly Collins



Tap it roll it, blow it a-way. Cling to it, scold it, let it sit all day. Stretch it, poke it,

6



take it for a ride. Let it sit be-side you, squeeze it with pride. Hold it a-bove your head,

10



rock it down low. Laugh with it, cry with it, take it to a show. This spe-cial gift,

14



brings such plea-sure. Ma-gic' lly gi-ven for all of us to trea-sure.

See the Melodic Modification link below to modify the melody on the treble clef staff with your students. Feel free to change it anyway you would like.

Melodic Modification <https://www.noteflight.com/scores/view/44c40a74feb7ce67d178c62ee86f8a82d4c32e52>