



Here me to See me

On your Turn PL Ware

A

On your turn, say your name. Af - ter that we'll do the same.

B

My name is _____ Her name is _____

A way to proceed

- Have students sit in a circle
- Keep the pulse using a pat clap pattern
- Using the jump right in technique, teach students the rhyme
- All students speak rhyme
- The goal is to have students speak their name in rhythm. In Kindergarten and sometimes as late as 1st grade students will have difficulty saying their name rhythmically. But keep trying.
- Individual students answer beginning with “My name is....”
- The form is AB
 - A - The group speaks the rhyme
 - B - 4 students in succession give their name with the group repeating

It could be argued that chants, rhymes, and songs such as “On your turn” represent the basis of rhythmic development in Orff Schulwerk. “On your turn” uses only Rhythmic Building Bricks.¹ Most material presented in Level I Orff-Schulwerk teacher training courses focus on rhythms such as these.

Over the years as I have work with predominately Black, Latinx and other Persons of Color I have found myself repeatedly trying to shoehorn the names of my students into a rhythmic structure not designed to accommodate them either rhythmically or culturally. In *Elementaria* names that do not fit the Building Bricks are discussed. And the solution to that situation is what brings us to the song Name, say your name.

As alluded to in the title of the session; If I cannot hear your voice then I cannot see you. What is more personal, more indicative of self than your name? If I can't hear you, I can't see you. And if I can't see you, I can't reach you. Should not your first experiences in the music room celebrate you rather than exclude you? When one of your first experiences in the music classroom feels unnatural why would you buy in? Yes, many students do buy into elementary general music, but is it because the teacher has great sales skills and showmanship or is it because the work being done in class actually resonates with them?

Name, say your name

-PL Ware



A way to proceed

- Have students begin in scattered formation
- Provide a swing rhythm for students
- Have students move through shared space matching the feel
- Introduce song as students continue to move through space
- The goal is to have students speak their name in rhythm. By using this syncopated A section melody more names “fit” than a standard Keetman Building Bricks A section.
- Have students form a line, semi-circle, circle or some other form that allows for students to know who's turn is next.
- Individual students answer beginning with “My name is.....”
- The form is AB
 - A - The group sings the song
 - B - 4 students in succession give their name
 - As a variation, students can give their name with the group repeating
 - My name is ..., His name is ...

¹ P17 Keetman, G. *Elementaria*; First acquaintances with Orff-Schulwerk

OVER THERE

P L WARE

O - VER THERE THE SUN WAKES UP, AND RIDES ALL WAY UP HIGH AT
NOON IT STANDS RIGHT O - VER HEAD, 'TIL AT NIGHT IT SAYS GOOD - BYE

A way to proceed

- Plan for this to take multiple class meetings
- Using the method of your choice teach the A section melody (“Over there”)
 - If you are working with older students, you may keep the same tonal center
 - If you are working with younger students and encouraging the development of head voice, you may consider moving the tonal center up to G
- If desired add an accompaniment for the A section melody
- Review the basic elements of movement
 - Body
 - Energy
 - Space
 - Time
- Discuss with students how they would like to choreograph the A section
 - Greek Chorus
 - Tableau
 - Not at all
- Through discussion explore what the students think the song is about
- Create the B(,C,D etc). section(s) based on student suggestions and skill level
 - Having reviewed B.E.S.T. challenge students to focus on as many elements as developmentally appropriate
 - For more developed movers, challenge them to focus on deliberate use of the Laban Action Efforts
 - Provide accompaniment for the sections either by teacher or students
- Plan your share
- The form is Rondo
 - A – Over there
 - B – Group 1
 - A – Over there
 - C – Group 2
 - A – Over there