

***Orff-Schulwerk and the NAfME Standards***  
***AOSA Professional Development Conference***  
***President's Panel***

**Al Heary**  
**Elementary Vocal Music Teacher**  
**DeWitt Road School**  
**Webster, NY 14580**  
**[Al\\_Heary@Websterschools.org](mailto:Al_Heary@Websterschools.org)**

**Saturday, November 14<sup>th</sup>, 2015**  
**8:00 AM**

# ***I'm Going on a Bear Hunt***

*(Borrowed from ideas presented by Rene Boyer during her  
Greater Rochester Orff Workshop-Sept. 2013)*

**Concepts:** Steady beat, Orchestration, Timbre

## ***NAfMe Standards:***

### **Creating-Grades 2 and 3**

#### **Plan and Make**

**Cr2.1.2a**-Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

**Cr2.1.3a**-Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

**Orff-Schulwerk Connections:** Moving, Playing Instruments, Drama

## ***Process***

### **Day 1**

1. Intro. "The Bear Hunt" through call and response-wheat field, mud hole, tree, bridge, lake, cave, bear
2. Sequence pictures of Bear Hunt Events

### **Day 2**

1. Review "Bear Hunt" sequence pictures
2. Enact "Bear Hunt"-explore movement through wheat field, mud hole, tree, bridge, lake, cave, bear
3. Introduce percussion instruments-playing technique-ideas for various locations of "Bear Hunt"

### **Day 3**

1. Complete assigning percussion instruments for locations of "Bear Hunt"
2. Perform "Bear Hunt" using student ideas for "Bear Hunt" locations

## **Extensions**

\*Act out the "Bear Hunt"-

- Students create "Bear Hunt" locations using props
- Students take roles of "hunter" and "bear"

\*Songs could be taught for each section-making it a whole production.

## ***Peter Piper***

**Peter Piper picked a peck of pickled peppers.  
Peck of pickled peppers, Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
where's the peck of pickles Peter Piper picked?**

**Concepts:** Steady beat, Review of Quarter, Eighth and Sixteenth Note Patterns, Composition

### ***NAfME Standards:***

#### ***Creating Grade 5***

##### ***Imagine***

**Cr1.1.5b**-Generate musical ideas (such as rhythm, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.

##### ***Plan and Make***

**Cr2.1.5b**-Use standard and/or iconic notation and/or recording technology to document personal rhythm, melodic, and two-chord harmonic musical ideas.

##### ***Present***

**Cr3.2.5a**-Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

**Orff-Schulwerk Connections:** Singing, Playing Instruments, Creating

### ***Process***

#### ***Day 1-Introduce Peter Piper***

*(T=Teacher, S=Student)*

1. T. sings song-Listen for all the "P" words-list words on board
2. T. sings song-Count heart beats to song. T. draws sixteen heart beat lines on board.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. T. sings song-Find silent beat-label rest on beat.
4. T. sings song-Find beats containing one sound on beat.-label on corresponding beats.
5. Repeat process find two sounds on the beat.-label on corresponding beats.
6. Check out the number of sounds on missing beats-4 label-
7. Sing song and perform on rhythm syllables.

## **Day 2**

Peter Piper passing game

Students sit in circle-practice pattern-"pick up pass"-(beat 1 pick up plastic pepper, beat 2-set pepper down in front of person to the right).

Pass out "plastic peppers"-and let the fun begin!

Perform the song while passing the peppers to the beat.

## **Day 3**

1. T. pats the rhythm to the song and S. ID as Peter Piper.
2. Review song-S. walk beat as singing song, S. pat rhythm on legs as singing song.
3. T. shows paper plates with words "beat" and "rhythm." S. respond by walking beat if beat plate is shown or patting rhythm if rhythm plate is shown.
4. Split class in ½-1 group performs beat while other group performs rhythm. Reverse roles
5. Add ostinato-Red hot peppers yeah!-T. says ostinato while class sings song.
6. Split class in thirds-beat/rhythm/ostinato
7. Assign instruments:
  - Beat-claves
  - Rhythm-drums
  - Ostinato-Maracas
8. Match rhythms to ostinato and rhythm patterns of song.

## **Day 4**

1. Warm up with reaction exercises incorporating quarter/eighth/sixteenth note rhythm patterns. (Body percussion round)
2. Review song Peter Piper and perform in round.
3. Develop list of "P" words with quarter/eighth/sixteenth note patterns.
4. Whole class creates 16 beat tongue twister composition using "P" words
5. Begin small group work to create 16 beat "P" tongue twister compositions.
6. Write composition, perform on body percussion and then choose instruments for performance. I only allowed non-pitched percussion instruments.

## **Day 5**

Complete and share with class.